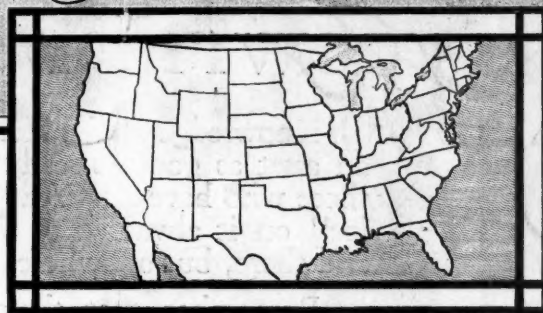


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SCHOOL JOURNAL



VOLUME
LXXX

NUMBER
10

OCTOBER 1913

From the Blackboard to the Film

Limitations of the College Faculty

The Larger View of the Superintendency

The Scientific Spirit and the Montessori Method

The School Journal Publishing Company Inc.

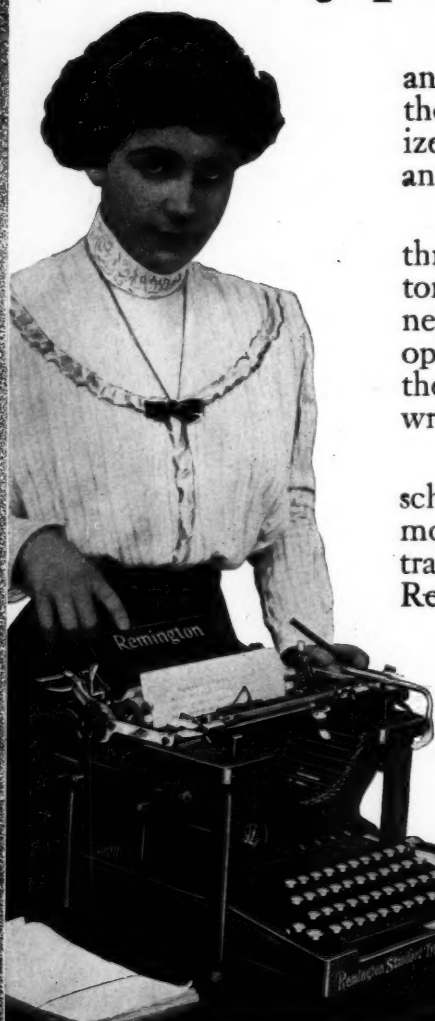
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The National Representative Organ of Progressive Education

PUBLISHED MONTHLY EXCEPT JULY AND AUGUST

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W. J. CARSON, GEN. MANAGER

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VOLUME LXXX

OCTOBER, 1913

NUMBER 10

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NERVOUSNESS AND EXHAUSTION

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NEW YORK UNIVERSITY INTRODUCES ISAAC PITMAN SHORTHAND

It is interesting to note that the School of Commerce of the New York University has introduced a course in shorthand, using the Isaac Pitman textbooks in this connection. This school has become well known throughout New York and the East as one of the most practical and up-to-date in the country, and it is already offering a wide range of courses, including Principles of Accounting, Auditing, Commercial Geography, etc.

Send for copy of Report of a Special Committee appointed by the New York Board of Education on the Teaching of Shorthand in High Schools, and particulars of a Free Correspondence Course for Teachers.

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Educational Meetings

OCTOBER

- 3—Massachusetts Superintendents' Association, Watertown.
- 17-18—Eastern Illinois Teachers' Association, Charleston.
- 19-25—Seventh Annual Convention, National Society for the Promotion of Industrial Education, Grand Rapids, Mich.
- 22-25—Minnesota Educational Association; fifty-first annual meeting, Minneapolis.
- 23-25—Vermont State Teachers' Association, Montpelier.
- 24—Connecticut State Teachers' Association, Hartford and New Haven.
- 24—Hampden County (Mass.) Teachers' Association, Springfield.
- 30-31 and November 1—Rhode Island Institute of Instruction, Providence.
- 30-31—Maine Association, Bangor.
- 30-November 1—Southern Education Association, Nashville.

NOVEMBER

- 5-7—Nebraska State Teachers' Association, Omaha.
- 6-8—Wisconsin Teachers' Association, Milwaukee.
- 6-8—Indiana Cities and Towns Superintendents' Association, Indianapolis.
- 24-26—New York State Teachers' Association, Syracuse.
- 27-29—Texas State Teachers' Association, Dallas.

DECEMBER

- 17-20—Southern California Teachers' Association, Los Angeles.

Taken Literally

One morning while Mrs. Cobb was at her summer home in the country she decided to go up to town and spend the day with a friend. Her grocer had not called by the time she was ready to leave, so she wrote on a card, "All out. Don't leave anything," and tacked it on the door. Upon her return at night, she found the house had been ransacked and nearly everything of any value had been taken. On the card which she had left on the door these words had been added: "Thanks. We haven't left much."—Lippincott's.

At the international shorthand speed contest held at Chicago, August 20, 1913, under the auspices of the National Shorthand Reporters' Association, Mr. Nathan Behrin, an Isaac Pitman writer, won for the third time, and permanently, the shorthand writer cup, with an average accuracy of 98.3 per cent in the 200, 240 and 280 words per minute tests, breaking all previous records for accuracy.

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The School Journal

OCTOBER, 1913

WILLIAM E. CHANCELLOR
Editor

MONTANYE PERRY
Contributing Editor

WELLAND HENDRICK
Managing Editor

The New Cover For nearly two years we have been working on the problem of the best typographical dress for The School Journal. Not often has editorial note been made of these changes, but the new cover is worth mention, if not for itself, for the policy it signifies of adapting type, size, shape and paper to the internal character of our magazine. Content is the main concern; but form is by no means negligible. The two have a close relation. And the policy of this journal is that neither in substance nor in appearance will we be satisfied with throwing together the chance material that may offer. Having attained somewhat nearer our ideas of the best form, we shall labor more confidently toward the ideal of content.

We submit the new departures to the jury of readers, from whose verdict there is no appeal.

The Rod Again G. Stanley Hall, talking to the teachers of Cook County, Illinois, stirred up a brisk discussion on the good old subject of corporal punishment:

Pleasure is a wonderful thing, but too much of it deteriorates life. A certain amount of pain is needed for human happiness, and that applies to the schoolroom, as well as the rest of the world. That is one of the reasons why I think we should go back to the rod for punishment.

The rod supplies the best punishment to the unruly child, but if used the teacher must flog when in the flood of righteous indignation and should not wait until her anger has cooled.

Length of the School Year Commenting on the shortenings of the school year in Detroit the *Saginaw Herald* argues in opposition to the prevailing tendency. We quote from the editorial not because we endorse the sentiment, but on account of its unusualness.

We never could understand why there should be any question at all about as late an opening as possible of the public schools, especially in this latitude. The average temperature during the first three weeks of September shows high marks, often higher at periods than in August. It is a little short of a public abuse to confine children in badly ventilated and stuffy schools, seven or eight hours a day, during the hottest time of the day. Every consideration of health and good living, as well as of conserving and strengthening the young human's physical well being for the future, demands as much outdoor life as possible. Summer is the time of the year when the life-giving sun works the longest hours, when the outdoors enforces its most alluring call. Every child should have as much of summer in the open as can be obtained for it; in our latitude summer runs well through September.

We are convinced that school terms are too long, anyway. Schools should not begin the year's work until October first, and continue it no longer than June first, giving pupils and teachers at least five full months' vacation. As much real "education" as our public schools produce under

the "cramming" system could be obtained in that shortened period as now.

Some Needs in Various Cities *New York* needs ten thousand more classrooms and class teachers in order to reduce the number of pupils per room from over fifty to under forty and thereby to equal in an essential the really good school systems of the country.

Chicago needs a smaller board of education with more power over funds and income and therefore less inclination to meddle in educational matters.

Philadelphia needs better salaries for teachers.

Pittsburgh needs a superintendent of schools.

San Francisco needs a board of non-salaried members disposed to work for educational progress.

Washington needs better salaries for supervisors and principals.

Baltimore needs a new school charter like that of St. Louis.

Detroit needs a board of education elected at large.

Memphis needs a clarified educational public opinion and a permanent policy upon principle.

Every city, town and village needs something, of course. Progress is the nature of Americanism.

May It Be Short-lived! Once more the educational control of the schools of Chicago by the school superintendent has been challenged by the board, and this came almost immediately after her triumph through a resignation that the board did not dare to accept. A committee was appointed to take charge of commercial courses to which Mrs. Young became adviser. Of course, the committee changed textbooks; such was the purpose of its creation. Public indignation promptly displayed itself, and the mayor demanded restitution of full power to the superintendent. The politicians are forever on the trail of their prey. The Chicago board has too little real board business through control of school construction and funds. The city schools need a new charter. It is supposed by many that a former superintendent of the city schools sees in these disturbances the possibility of recovering the position. The teachers, the parents, the citizens generally all rejoice in the service of Mrs. Young and hope that the scotched snake of board politics will soon die without hope of resurrection.

Whom the Gods Would Destroy In the March issue of the *School Journal* we called attention to the fact that the school system of the City of New York "is sapped and mined beneath."

In June, only the veto of Governor Sulzer saved the system from the destruction concealed in bills passed by the legislature and signed by Mayor Gaynor.

Now the issue is joined again and in a way to concern every teacher in a far country district who is hampered by some meddling trustee, every principal and superintendent whose actions must conform to the daily beck and nod of an officious board member.

Briefly the case is this: The president of the board of education, Mr. Churchill, orders the superintendent, Mr. Maxwell, not to attend a meeting of the Public Education Association and that he himself convey a similar order to his associate superintendents.

In the first place, the president of the board is the presiding officer of a legislative body ordained by statute to be merely the executive officer of such body. The board itself issued no such prohibitive order. It is not probable that they would have dared to put upon their record such legislation.

In the second place, the order, from whatever source, subverts all ideas of freedom of speech and of action. The excuse was indeed made, but made only after the protest of Mr. Maxwell, that the injunction was to apply to the superintendents during their hours of duty.

Here personalities do not count. The critics and the unvarying supporters of Superintendent Maxwell can do nothing but stand together unitedly in support of his action. By a vote of twenty-eight to eight the board has censured the head of the schools of the City of New York. But their position is pitifully weak, and on this issue they will go down, if not now, still in good time.

It was a brave resolution they passed; it even reads well; but it is far from convincing. This is it:

That it is the sense of this board that the attitude of the president in his letter to the city superintendent was appropriate and necessary; that information as to matters pending before the board should not be given out by appointees or employees of the board without the sanction of the board or the order of its president, nor should conferences with unofficial bodies be attended by appointees or employees during business hours without the sanction of the board of education or its president; that it was the duty of the city superintendent, on receipt of said letter, to notify the appointees and employees of the board who were so invited not to participate in such unauthorized conference.

The Truth About Textbook Publishers

The attacks upon a mythical "schoolbook trust" have led candid periodicals to investigate the situation. In a well-considered article in *The Outlook* of September 13, 1913, Doctor Charles H. Thurber, editor of one of the larger textbook publishing houses, reviews the entire situation. Truth is stronger than falsehood; and before long the truth will be known. No one house controls even one-half of the business, or scarcely so much as one-third. There are a dozen strong concerns; and over one hundred regular makers of textbooks. Teachers have an ample field of choice; and steady, open, free competition keeps quality up and price down. As for the total cost of textbooks, it does not exceed one dollar and a quarter in every

hundred dollars spent upon education. All educators know well that in but few school systems is the cost of books over two per cent of the total cost per capita. It is, in truth, far too small. The best schools use the most books. The whole textbook business of America is not over fifteen millions of dollars annually; or six and a quarter cents per American citizen a year. It should be more than this inadequate amount.

A Pleasant Innovation

At Billings, Montana, in the fall, when the schools open, the merchants and citizens decorate their stores and homes with the American flag; and the city assumes a gala air to celebrate a joyous occasion. What a revolution in sentiment this innovation tells! The children are glad to get back to school. And why? Billings has excellent schools and enthusiastic teachers. Therefore, the people rejoice. Incidentally, it is pleasant to note that in Billings the teachers are well paid as well as held in this high public honor.

They're Doing It!

Has Printers' Ink been asleep that it should talk like this?

There is much talk in the trade magazines about the needs of the big retail merchants and the obligation resting on the public schools to give instruction in the fundamentals of selling. The need is pressing enough. A few of the more progressive stores are conducting schools of their own. . . . But one can well feel it will be a long time before the public schools will undertake to provide instruction of this kind. The Y. M. C. A. and Y. W. C. A. evening institutes and the business and correspondence schools will lead the way, as they have done before when public demand for a new kind of training has sprung up. And, at the last, the progressive merchant and manufacturer will have to take a hand in the work himself in order to be sure that young men and women get just the kind of training required in his work.

The schools are already at this work and for some time have been at it. They are not able to specialize in the salesmanship of lace and harvesters; but they are doing something.

"And at the last the progressive merchant will have to take a hand," will he? Good. But if he'd taken a hand at first in the running of the schools, we would all have been better off.

A State Textbook

The making of books for local state use goes on apace. A professor of the University of Utah writes the two-book series that is to be used in teaching English to the children of the state. The volumes are illustrated with pictures of Utah scenes, which isn't a bad idea; and the frontispiece is a halftone picture of State Superintendent Nelson and his little daughter, under which is the legend, "A little child shall lead them." We trust this beautiful idea will not be perverted by the ungodly to mean that there is any politics in this matter of state textbook making.

One might think that a resident of Atlanta, Georgia, or of Bangor, Maine, might by chance write an acceptable book for teaching the children of Utah the English of Shakespeare and of the

Bible; but that does not look reasonable to the voters of Utah.

The Salt Lake City Tribune is enthusiastic about the work of its local professor.

Topics dear to the hearts of the students are discussed in such a way as to be interesting and at the same time give the greatest literary benefit to the student.

Whether the topics so close to the hearts of the pupils are the agreement of a verb with its subject or punctuation, we are not told.

Fewer Women Doctors During the past year 640 women have been studying medicine in this country; three years ago there were over a thousand women preparing to practice medicine. Here is a decrease since 1910 of fully a third. Why, we are quite unable to understand. During these years the number of women in some professions has been decidedly on the increase; and at the same time there is a changing view of the proper work for women; there is a fast widening horizon to the mind of the ambitious woman which, it would seem, should increase the number of women doctors.

There is no profession so dependent on popular opinion as that of the physician; a whim or a deep settled conviction will call or dismiss him. People who would not venture to place an estimate on the efficiency of a lawyer praise or censure the doctor. Clergymen as members of a close corporation may keep their places; the doctor keeps his by the grace of popular opinion. We have little choice in the matter of who shall teach our children, none in the public school, little, in fact, in the private school, but we all pick the doctor we want.

Has this fact anything to do with the situation? When the government hires the doctors, will the proportion of women increase?

They Want Time to Eat Six hundred high school boys and girls of Syracuse left their rooms, marched the streets to the office of the superintendent, and shouted their sturdy wrath at the rape of half their lunch hour.

Oh! the brave charge they made!

And wise in their generation they were, too. And the functionary at the office—what did he? Did he say, let us look into the matter and by all means let us live pleasantly together? Rather, not; he suspended the six hundred then and there; so that none were left of them—left of six hundred.

Once there was a superintendent of schools so deft, so delicate of touch, and yet so thoroughly master, that no six hundred, nor yet six, would ever have left their seats. His name was Blodgett.

Superintendent Brumbaugh Stands Upon Principle In Philadelphia they needed a new head for the Girls' High School. The board went out and selected a man. Superintendent Brumbaugh was not asked or even allowed to name a candidate. John Wanamaker of the board of education protested, being as usual wise, just and strong in his action, but to no avail. The leader of the board jammed the election through and then after a reference to the salary of \$9,000 a year, added insult to injury by asking the superintendent, "Well, would you resign?" Philadelphia should ask that board misleader to

leave the board and no educator of good character elected under such circumstances should dream of entering the service under a superintendent who did not nominate him. Philadelphia cannot now hold Superintendent Brumbaugh responsible for conditions of her schools. No authority, no responsibility. Why cannot Philadelphia realize that Doctor Brumbaugh is one of the ablest educators in America, far more fit to be trusted to act wisely in selecting teachers for her schools than any board?

"Mischievous and Immoral" The attitude of the national federation of Catholic societies, meeting at Milwaukee in August, toward the study of sex hygiene is in no doubt from the wording of their resolutions:

We regard with abhorrence the project of introducing into the schools the study of sex hygiene. We look upon it as mischievous and immoral, a proposal destined inevitably to defeat the very purpose which its well-meaning but ill-advised advocates have in view.

A Short Prospectus In this issue, closing the current volume of the School Journal, we submit to our readers a selection of articles to which special attention may profitably be called. From the Blackboard to the Film is a clear and competent review of the latest phase of visual instruction in the author's most entertaining style.

Our series of papers on Negro education in America is continued in a distinctive contribution from the viewpoint of a member of that race whose present and future status is one of the prime considerations of public policy. And as a Negro writes of Negro education, so a high school boy discusses the attitude of his fellows to technical instruction.

Under other titles those who speak with experience and insight tell of the functions of the school superintendent, of the proper powers and limitations of the university faculty, and of the scientific spirit in education as it develops in the application of the Montessori method.

The brief impressionistic view of the Buffalo congress of hygiene is more acceptable at this time than a detailed report of the meeting. The story of Mary Warwick reaches a point where romance for the moment supplants pedagogy; and the regular departments of the magazine present their usual array of matter selected to meet the demands of the readers of the Journal.

The school day in Boston has been lengthened from five to five and a half hours, the extra time to be used for study.

The Chicago Examiner has discovered why men quit school teaching. It is because they can no longer whip their pupils. Wonderful discovery!

Governor Cox, of Ohio, announces that he is a convert to the project of the state printing of textbooks. The state superintendent, Frank W. Miller, is emphatic in his opposition to the plan.

A Milwaukee daily paper gives a list of the applicants for Superintendent Pearce's position, preceding it with the remark of a member of the board that "no big man would apply for the place." We do not reprint the list.

President Holovtchiner and Superintendent Graff, of the Omaha schools attended the Buffalo congress of hygiene at the expense of the city. A disgruntled citizen started court proceedings to compel the refund of the money so paid. He won.

THE POINT OF VIEW

Humorists to Order

I notice by the table of contents on the cover of the *Writers' Magazine* for September that the leading article is "How to be a Humorist." Neither my curiosity nor interest has carried me beyond the cover, but probably the essay makes plain the path to the desired end. Humorist, I take it, is a professional term in this connection and the topic is how to make money by writing or speaking funny stuff.

Curious are the subjects we set out to teach these days. Not that anybody is essaying to teach humor; for the fact is that a keen sense of humor would dispose a man against going about the country as a humorous lecturer.

The Home-Made Kind

It may be that Artemus Ward was an exception to this rule. He seemed to revel in the uproarious tumult of congregated laughter. But dire need drove him on, and death cut him quickly down.

Mark Twain hated lecturing, went grimly back to it to pay his debts, and then renounced the irksome and lucrative practice. I heard him during his last years at Carnegie Hall on the occasion of a Lincoln memorial meeting. The audience, being a New York audience, ought to have been an intelligent audience. Twain opened with some witty sparring at Henry Watterson, who had preceded him. The intelligent audience roared. When the topic of the evening was reached, a topic which was close to the speaker, he dropped his voice and gave word to a sentiment of deep pathetic feeling. The intelligent audience roared. Twain hesitated and felt his way with some meaningless platitudes. The intelligent audience roared. Then the man who wrote the life of Joan of Arc, who could testify grandly to the majesty of Lincoln, tried again to shift his listeners to a graver mood. He spoke serious words of import. The intelligent audience roared.

He didn't try again. He gave up and finished with such humor as his hearers were bound to receive. That experience alone was enough to drive him from the lecture platform. It was the experience of the wise court jester, who preached the solemn truth.

Then loud they laughed; the fat cook's tears ran down into the pan;

The steward shook, that he was forced to drop the brimming can;

And then again the women screamed, and every staghound bayed.—

And why? Because the motley fool so wise a sermon made.

Josh Billings' lectures can hardly be given that name. For just seventy-five minutes he read some of his most readable hits. He had forty names for this string of good things, his so-called lecture

being announced as *Milk*, or *The Probabilities of Life*. But for twenty years it was all the same with now and then an artistic change of a word or phrase.

It was my business to hand him his fee one night. He pocketed it with a delicate satisfaction which convinced me that it was the main consideration of his tour. Somewhere in the conversation he observed:

"Some people think my lecture is too short. But I tell you, when a man has given out an hour and a quarter of really original humor he's milked."

A Manufactured Humorist

The little men, however, who have gone about the country as professional humorists, haven't needed any great stock of original humor. There died two or three years ago such a man, who for over a quarter century made a living, presumably a good one, as a professional humorous lecturer. His whole stock in trade was a lot of old witticisms, good and bad, worked over baldly to fetch in his own faking personality, all clumsily strung together and glibly recited. Such as he was another could be by due heed to the suggestions of a correspondence school or the vivid article of the instructive magazine.

A Mental Disease

A great scientist might be at heart insincere; a real humorist could not be. So the really humorous man is not to be inveigled into public speaking by the love of the pose.

Must I define what I mean by the passion for the pose? It is one of the common intellectual phases of the day; it explains actions otherwise inexplicable; yet it is not recognized by the physicians of the body politic as a passion like that for golf, for dress, for drink or for chloral. There is a widespread fever for talking in public, for appearing on the platform, for having a hundred or a thousand listeners, for receiving their applause, for hearing the reverberations of one's own voice, for the street and newspaper fame of the lecturer and orator.

It may be that this common American form of obsession has been duly exploited in scientific articles, and the cause, spread, prevalence and treatment of the malady—this mania for public talking—have received the attention of candidates for the doctorate. In that case the ignorance is mine.

Victims of Both Sexes

My attention was called to this phase of dementia several years ago when I heard a woman say in private and sincere conversation, with flashing eye, "I shall stand upon the public platform

and speak; my ambition is the noblest in all human experience,—to talk to an audience." I forget what she was going to talk about; maybe she didn't say, or know. It really didn't seem to matter. It might have been the subject of woman's rights. That movement has been largely advanced by the passion for the public pose; it not only offers a topic and an audience, but gives promise of more occasions for gratifying the passion. Temperance, peace, anarchistic war, and the protection of feathered bipeds have furnished excuses for oratorical appearances.

But many as are the female victims of this malady the mania possesses a great predominance of males. And the disease is practically incurable. He who has once fallen victim to the obsession is lost. The sound of his sonorous utterances reaching the ears of the listening mortals and reverberating back to his own tympanic is to him the sweetest of music. I have known teachers, preachers, professional speakers with no further visible means of support, and others, who were possessed of this incurable mania for talking in public. The most of them were insufferable utterers of dull platitudes; one or two had some brilliant ideas. One was a man who contributed a small bit to classic English. He lectured during the later vogue of the platform bureau and lasted far into the decline of the popular lecture. He was inordinately greedy of chances to talk in public, of newspaper notice and popular praise. He greeted you with "How did the people take my lecture last year?" and left you with repeated admonitions to send him copies of the local papers with their comment on his latest effort and especially to let him know what Judge Blank said of the lecture.

It is a curious mania this itching for an audience, this lust for the full-length oratorical pose, this love for the cheers of the assembled populace. Soon may we have a thorough scientific study of the delusion with full statistical tables.

Current Topics Illustrate

And herein, if you will but see it, is an explanation of one of the talked-of incidents of the day. The newspapers of Europe join with a certain set of our own journals in criticising Mr. W. J. Bryan for going about a-lecturing when they think that he should be secretaring at Washington. He loves the dollar more than duty, they say. I do not believe it. They quote Mr. Bryan himself to the effect that he must needs have the money. With all respect for the orator's honesty—and he is an honest man—I do not believe that. He doubtless thinks that the cash calls him on, but he does not know his own heart and his own weakness. He is a sad victim of oratomania, or the passion for the public pose. It started in collegiate contests in declamation; it grew through county, state and national canvasses and conventions; it ripened in the word-worshipping Chautauquas. Life to him is lived before an audience; it is the reverberations of his wonderful voice; it is the stare, the nod, the applause of the worshipful populace. This life is

to him what liquor is to a drunkard. To lecture is food and drink.*

His mission is to talk not to do. Whatever deeds he was once capable of are now beyond him. For the desk, for the administrative direction of men, for the slow tracing of intricate diplomacy, he has little inclination or ability. It may be that before his oratorical apotheosis of 1896 he might have gone into a shoe factory and learned to run a machine or even to manage the workers in a department, but not now.

It isn't the two hundred and fifty dollars per night; it is the love of talk, of spreading a world of words over a modicum of ideas, of getting the cheers and admiring glances of the assembled hosts. He has made a huge success of one thing. That is his passion. What wonder that he rides days and loses sleep to satisfy his craving? For money? No.

Light Out of Darkness

Joy comes out of Pittsburgh. There they have abolished Ponce de Leon, Magellan, Drake, Raleigh and Champlain. Abolished is the word used by the Pittsburgh Times at any rate. What is meant is that these estimable gentlemen have been stricken from the list of American explorers. Just why they pounced upon these particular individuals isn't so clear. Raleigh never saw much of America anyway, but Champlain, while he didn't reach Carnegieville, started things in that direction. However, this abolition is only for the fourth year. In the next year they are no longer by order of the syllabus to be told "anecdotes of northern and southern generals in the Civil war" but to be given "instruction in the use of the telephone."

Great questions these—when and where, and, of course, how, to teach Moses? Or shall this ancient topic give way to instruction in the proper manner of tying shoestrings? Let these points be added to the questionnaire that is going to the Pittsburgh teachers along with a question whether or not they want old man de Leon abolished. And our supervising educators go on solemnly syllabusting, apparently unaware that they are so hilariously farcical.

WELLAND HENDRICK.

School book concerns have not been left out entirely in the new board of education speller which Superintendent Ella Flagg Young has been authorized to compile. She has sent letters to the publishers of textbooks asking them to present bids for the sale of the spelling book manuscript or the rental of plates to the Chicago board.

Doctor Irwin Shepard, well known as former secretary of the National Educational Association, has taken up his residence in San Francisco to act in a similar capacity for the bureau of conventions at the exposition of 1915.

* Since this was written the following has appeared in the New York Sun:

TO THE EDITOR OF THE SUN—Sir: W. J. B. is all right. What is he to do at the capital when he knows that the man higher up runs things? Besides, and here is your patent shortcoming: Can he stop the flow of his oratory, a true disease as any other, inveterate? Be human. After sixteen to one, did he not swallow the gold standard? Pray let him talk; can he stop it?

PHILANTHROPIST.

New York, September 20.

THE MONTHLY ADDENDA

CHANGING GEOGRAPHICAL FACTS OF THE TIMES

Climbing Ararat

The natives revere Big Ararat, the largest of the peaks that are given the name; but they do not attempt to climb it. They do not study their local geography by observation—not to that height. It would be desecration. A writer in the Open Court tells his experience:

An hour upon the summit chilled us through. The descent to the camping place took less than half the time of the ascent, for in places we merely stood upon the loose stones and ashes, and they carried us down, but the climb over the large rocks was even harder than the ascent. Finally when we stumbled into camp, and dropped from exhaustion, my companion had brandy ready to revive us, and the Kurds were preparing coffee over a tiny fire. The next day, the fourth, we were at the post of Sadar Bulak.

Two days later, in the little town of Igdir, to the east of the mountain, while sipping the delicious Russian tea in the public garden, an aged Armenian approached.

"Whence did you come?" he asked.

"From America."

"Why did you come?" he continued with the customary directness of the oriental.

"To climb Mount Ararat."

"God forbid; that may never be."

"But, Effendim, I have already climbed the mountain."

"May God keep your tongue from such falsehood."

"But, Effendim, it is no falsehood. I climbed to the very summit, to that white peak you see yonder, above the clouds."

"God forbid that my old ears hear such words."

Then I took from my pocket a formidable looking paper which the commander of the post of Sadar Bulak had given me. The old man carefully looked at the seal at the bottom and then in Russian he slowly spelled out these words:

A Certificate. August 8 (Aug. 21), 1912.

Post of Sadar Bulak.

This certificate is given to the American subject, Edgar J. Banks, who has come to the post of Sadar Bulak, and from there, with the guide Ahmed Beg Shemsiddin, has mounted to the summit of Big Ararat. In evidence of this fact, namely, the mounting of Big Ararat, I attach hereto the official seal.

COMMANDER OF THE POST OF SADAR BULAK,
(Signed) CAPTAIN SHATILOFF.

Silently the old man handed the paper back, arose, and shaking his head as if bewildered, went on his way.

The Lötschberg Tunnel

The new Lötschberg tunnel through the Alps was opened officially on June 20th. Three express trains are run from Nancy, France, through Berne

to Milan, time eleven hours; and a new service will be established between Italy and central and southern Switzerland on one hand, the north of France and England on the other, by way of Epinal, Nancy and Rheims. There will also be a direct service between Milan and Brussels. About three hours will be saved by this route on the journey from London to Milan and Genoa. The tunnel is the third longest in Europe, measuring over nine and a quarter miles, and the cost of the new line was over \$17,000,000, the tunnel alone costing nearly \$10,000,000. According to the anticipations of the French press, the new railway artery will greatly increase the volume of trade between France and Italy, as it will bring the northern and more industrial part of the republic into direct communication with the peninsula. Italy lacks above all things iron and articles made therefrom, and these have hitherto been imported through the St. Gothard tunnel route from Germany, but the important French iron works in the basins of Briey and Longwy may now be able to compete.

Artificial Marble

If diamonds can be produced artificially, there seems to be no particular reason why any stone should not be made to order. Just now considerable interest is taken in an invention by a citizen of Reichenberg, Bohemia, of a process for producing a substitute for all classes of marble, including the most highly prized Italian, Egyptian and Salzburg marbles. The claim is made that this product is superior to genuine marble, being stronger, more substantial, and less liable to crack or damage, and that especially in working, boring, or in installation work the danger of injury is much less than with real marble, while it costs only one-third as much. This artificial marble is made partly by hand and partly by machine. The cutting and polishing is done by machinery, the process being already in operation in Vienna, Berlin, Mannheim and Hamburg.

The Best China

Limoges is known for its unequaled china. Its superiority is due to two causes, the pureness of its clay and the skill of the workmen. The kaolin deposits of Limoges have probably the purest clay in the world; the most important of them extending over 2,500 acres. They are found in irregular strata, at variable distances from the surface. The methods employed in mining are most primitive and crude; the deposits are open, and the extracted clay is taken from the pits in small wooden baskets, which are carried by women and girls on their heads to the washing shed, where the kaolin is sorted and washed. The decoration of china has been reduced to an art in Limoges. The processes of

lithographing and decalcomania have replaced all hand painting, except for rich decorations and special orders. The large manufacturers make their own decalcomania sheets, work out their designs, and control their decorations. They employ girls to apply the decalcomania lithographs on the china. Formerly two-thirds of the product of the Limoges factories came to the United States; now we take less than half of their output.

The Rose Gardens of Lyon

The famous rose gardens of Lyon owe their excellence largely to a light soil, an abundance of sunshine, and the proper amount of moisture. From time immemorial local rosarians have taken advantage of the favoring conditions until skill and interest in the industry have made the roses of the Rhone valley known throughout the parks and gardens of the world. The ground where the roses are chiefly cultivated is on the outskirts of the city. It is flat, devoid of shade trees, and protected only by high walls at the confines of the property. Nearly all of the plants are out of doors.

Roses grown in the alluvial plain near Lyon thrive often even more luxuriantly when transplanted in a heavier soil, but roses taken from such heavier earth, where they may have been grown exclusively, occasionally retrograde when set out here. An instance may be cited in the case of the American beauty, stated to be originally the Madame Ferdinand Jamin, a French rose, but developed in America and rechristened there.

It is a frequent occupation for persons of this vicinity to devote considerable time to rose growing for pleasure, often with the hope of producing a new rose that may be novel in form, color, scent or size. On very small plots of ground attached to their dwellings local amateurs have managed to bring out remarkable specimens. That it often takes a vast deal of patient study to develop a new rose, whether by professional rosarians or by persons who cultivate roses as an avocation, may be gathered from the fact that years may elapse before the final bloom grown from seed is perfected and made ready for the trade through propagation by cuttings or otherwise. When success does come—and it comes often enough to make the effort worth the while of the rose growers of Lyon—the reward is ample. During the present season an entire stock of 10,000 plants of a new rose of a rare coral tint was sold out as soon as offered.

France Takes to the Income Tax

It may not be generally known that France alone of the great European powers has not as yet imposed a tax on incomes. The experiment is soon to be tried, however, just as the United States is starting out to follow the lead of the majority of nations. There are some interesting comparisons between the features of the two systems of taxation as now proposed.

The minimum taxable income in France is \$965; in America, as probable at this writing, \$3,000. The lowest rate in France is one per cent, the same as here, but when the income there has reached

the figure of our minimum, the tax is nearly four per cent, and increases to a maximum of seven per cent.

There is another notable point about the proposed tax in France. Unmarried persons over thirty years of age will pay on their revenue a surtax of twenty per cent of the foregoing rates. This proposed surtax on bachelors and spinsters over thirty is one of the most interesting features of the bill. It may be said to be a natural reflex of the general sentiment and legislative trend in France for the encouragement of large families.

The 1913 Coffee Crop

If the retailer is not lowering his price for coffee, it is because he does not follow the example of the jobbers. At Havre, the center of the trade, the price has declined in the last six months from about fifteen cents a pound to ten, much to the financial embarrassment of the merchants.

The reports from the coffee district of Mexico are that the fall crop will greatly exceed the unusually excellent spring yield. The republic of Mexico is expected to supply a half million of bags this fall of Mocha, Rio and Java—names that, to the trade, have no longer any geographical significance.

The Purchasing Power of Money

When in America we have complained of the reduced value of the dollar we have been told that the same decrease of the purchasing power of money prevails in other countries. There is such a universal decrease, but by no means is it the same as in the United States. The labor department of the British government has compiled figures which are here placed beside statistics similarly gathered in the United States, based on the value of money in purchasing food.

Year.	Purchasing Power.	
	Pound.	Dollar.
1895	4.866	1.00
1900	4.48	.94
1905	4.36	.83
1910	4.12	.67
1912	3.95	.63

In other words, while the pound has gone down to 81 per cent of its 1895 value, the dollar has gone down to 63 per cent.

Ideas from Switzerland

Switzerland has been our teacher along a number of lines, from watch-making to the use of the referendum and initiative. It is a question if we follow her lead in matter of designating the time of day. It seems that the post-office department of that little republic has adopted a new system of indicating the time when a letter is canceled; and the canceling machines are now furnished with dies upon which the hours of the day are marked from 0 to 24, thus doing away with the old a. m. and p. m. system. The time from 1 o'clock at night till midday is indicated by the old figures 1 to 12, and from 1 o'clock p. m. till midnight by the figures 13 to 24.

FROM THE BLACKBOARD TO THE FILM

BY MONTANYE PERRY

Did you ever go to school in one of the little red schoolhouses that the poets rave about? Do you remember how hot it was in summer, with the nearest shade tree way over in Perkins's meadow, where no well-regulated youngster would venture to trample the grass? Do you remember how cold it was in winter, with its big wood stove that roasted you if you ventured too near and froze you if you kept your distance? Do you remember how you ate mince pie and doughnuts at noon-time, establishing a reason for the malted milk and pre-digested cracker that furnish forth your luncheon-table today? Do you remember how you drank water out of a rusty pail, from a perfectly good tin dipper that generations of youngsters had used, in blissful unconsciousness that a million deadly microbes inhabited every sparkling drop?

Your own boy studies in a room whose temperature is kept at the proper degree of heat by means of the scientific distribution of hot and cold air. The room is perfectly ventilated, as the agent of the company who installed that expensive ventilating plant can prove, if you doubt it. When the luncheon hour arrives your youngster goes to the school lunch-room where he buys a bowl of hot soup, a glass of milk and a sandwich made of entire wheat bread, with possibly a cup custard or a cinnamon bun for a hilarious finish. And he drinks water that has been sterilized and filtered, out of a paper cup that no mortal ever used before nor ever will use again.

And do you remember the teaching equipment of that little red schoolhouse? There was always a blackboard, and a lot of short, stubby pieces of chalk. I believe that frugal-minded school boards bought broken chalk in bargain lots, as Christmas candy is bought for our Sunday Schools today, else why were there never any long pieces of chalk? Then there was a long strip of hardwood, called a pointer if it was round, a ruler, if it was flat. This was designed, theoretically, to trace the bewildering mazes of the complicated problems that adorned the blackboard, but the fertile mind of the teacher was apt to find a more practical use for it.

If your district was affluent and extravagant, with reckless disregard of the taxpayer, you also had a map—a big, unwieldy affair, printed on heavily glazed paper. The side presented to your view was completely covered by the United States of America. The other side—turned over on rare occasions—held the rest of the earth's countries and all of its seas. Thus were the first seeds of our rampant patriotism sown.

If the equipment of the school which your child attends had been suddenly set down in the little red schoolhouse, it would have created such wild excitement that there would have been no studying

for a week. Studying in those days meant repeating something over and over until it was memorized. The child of the little red schoolhouse did not arrange brightly colored beads in combinations of three, or five, or seven, to learn their values; he chanted his multiplication table in a lilting sing-song or a droning whine, according to his disposition, until he knew it by heart. He never made a sand map of his native state; he never gazed upon a plaster model of his nation's capitol.

But there were pioneers of progress in those days. Remember the schoolteacher who ran a slate pencil straight through the middle of a big red apple to show how the earth revolved on its axis? And how she let the tall stove in the middle of the room represent the sun while she walked round it, twirling the apple on the pencil, explaining the changes of the seasons? Of course, you remember. The words visualization, apperception, correlation, were unknown to you; and the chances are a hundred to one that they were unknown to that teacher, too. But modern pedagogy did not originate our mental processes; it merely named them. We visualized, we apperceived, we correlated; and the reason for the varying seasons was entrenched in our minds for all time.

Visualization, apperception, correlation, these three, and the greatest of these is visualization. Who that has ever tried to teach or to learn will deny this statement? It is the one thing which pedagogues, school boards and pupils have agreed upon from the beginning, as the presence of a blackboard in every schoolroom testifies.

"Master, we would *see* a sign from thee," demanded the followers of the greatest teacher of the ages, and "seeing is believing," is today's cynical echo of their attitude. But the youthful mind, untouched by doubt, unnarrowed by prejudice, strikes a healthier note. "Seeing is understanding," says the child.

So there is no occasion to wonder at the enthusiasm with which the educational world is greeting the newest exponent of visualism, the motion picture machine. The wonder is that the educators have been so slow to recognize the tremendous possibilities which the future holds along the lines of visualization work carried on by means of this marvelous invention.

After all, it is easy to understand why the fleeting films were obliged to force their way slowly through a maze of public indifference or hostility. Without going deeply into history, it may be stated that the first motion picture machines were somewhat cumbersome and costly; the first films were, to say the least, not highly educational in their content; the first motion picture theaters were not always desirable places to attend. But those who have watched the progress of the industry have

seen conditions change with almost Aladdin-like swiftness. Theaters, films and equipment have marvelously improved, and the man of today does not blush to own himself a "picture fan."

Though the educational value of the films has long been universally recognized, it is quite apparent why their use has been largely monopolized by the picture theater. The fragile film, the fireproof booth, the licensed operator who must operate a machine which needs perfect adjustment of all its parts in order to do its work, have rendered the use of the motion picture in the ordinary public schoolroom impracticable.

But the needs of the public school have not been overlooked by inventor or manufacturer. There is now on the market a small machine which does away with many of the difficulties and objections which were connected with the use of the standard projector.

For use in a schoolroom of average size, this small machine seems to be thoroughly practical. Its operation is so simple that any teacher can readily undertake it, so that a licensed operator is not necessary. Its weight is only about twenty pounds, making it easily carried from room to room, or even from school to school. The fire risk is reduced to a minimum, because the film is small and non-explosive. The machine can be operated from an ordinary electric light socket, so that it requires no special installation of current, and where no electric current is available acetylene can be used.

The standard film cannot be used in this little machine, but a special film is made, eighty feet of which contain as many pictures as one thousand feet of the ordinary film. One foot of this special film has over two hundred pictures, each one less than a quarter of an inch square. In projection, these tiny photographs are so magnified that a picture six feet or more is thrown upon the screen; that is, they are enlarged to 350 diameters, or about 120,000 times the area of the picture on the film.

A large number of these little films have been prepared which bear directly upon the school courses, and many others are in preparation. The teacher of geography has at his disposal films that show the physical characteristics of all parts of the world and the activities of the people. It is a far cry from the listless, inattentive child of the little red schoolhouse repeating parrot-like: "One of the most valuable agricultural products of this country is cotton, grown in the southern states, where the moisture, heat and soil are favorable," to the alert, eager child of today whose shining eyes see on the motion picture screen the broad cotton fields with the negroes at work, the cotton-gin in operation, the huge white bales loaded on the boats at the nearest seaport, and finally the various processes of manufacture, until a finished bolt of cotton cloth appears.

More than two hundred of the great industries which affect and influence humanity have been filmed. What an opportunity to add to the child's fund of experience! Fortunate groups of children, in the past, were taken by their teachers to see

the workings of one or two great industrial institutions; now, every child may see not one or two, but practically all of the great enterprises of the world carried on before his eyes.

"Write about something you have seen," our teachers used to tell us, when the dreaded day for compositions came around. And we sat and chewed our lead-pencils and kicked our feet against the floor and racked our brains in vain effort to obey. Our experience was too limited. What had we ever seen, anyhow, that was worth describing? But the child whose school has a motion picture equipment will never lack for subject matter for his literary efforts. The wonders of nature are an open book to him. He has seen plant life unfold, step by step, from its creation to its final development; he has followed insect life through its startling changes; he has seen wild animals, birds and fishes in their native haunts; historical scenes, planned with absolute fidelity to detail, have unrolled before him; every corner of the earth, every marvel of art and science are accessible to his eager eyes.

The business world is crying out for the elimination of waste—waste time, waste effort, waste material. The educational world is taking up the cry. New and presumably important subjects are constantly being added to the school curriculum, and it is obviously impossible to inject more hours into the student's day. Condensation of courses, elimination of waste effort, is the only solution of the problem. How many hours would be consumed in study and research before the student could gain as complete a knowledge of the cotton industry as the motion picture can give him in fifteen minutes? Could any amount of reading give him the actual understanding of the subject that the pictures have given him?

Shall the film, then, supplant the text-book and the blackboard? Assuredly not. They shall supplement each other, to the delight and the profit of the coming generations.

Editor's comment: We feel that here is one of the new great movements in American education. The state of Wisconsin, ever progressive of the progressives, has opened a state bureau of projection apparatus and films, under the direction of the university to supply the public schools. Many cities have either already introduced moving pictures in the schools or are actively making plans to do so the present year. The moving picture is to be a feature not only of evening lectures and of social center work, in whose advocacy nearly twenty years ago the School Journal was distinctly the pioneer, but also of practical classroom instruction. To be of use in the school, the educational film must be of suitable theme in a sense properly graded for the understanding of pupils and wisely correlated with the standard course of study. Text-book principles must be known by the makers of scenarios and followed by the manufacturers of films. Educators must be consulted and faithfully regarded. On this basis, the moving picture business will grow to a magnitude scarcely dreamed of to-day.

THE HIGH SCHOOL BOY OF TO-DAY

BEING HIS REACTION TO TECHNICAL TRAINING

The High School Not Generally Understood

[This article will have added interest to our readers from the fact that it was written by a high-school boy. The unusual understanding and the fine spirit of this paper of a Buffalo schoolboy make its publication a pleasure.—*The Editors.*]

It seems strange that the public of to-day should know so little of its young men in the high schools. Of course, they occasionally see in a newspaper a photograph of a football team or an announcement of a debate to be held, but the high school does not receive the universal esteem that its prototype, the college, does.

The college, through the agency of the novelist, appears as a large conglomerate assemblage of campus, frat-houses, rah-rah boys and luxurious apartments of popular men and class leaders. But shorn of the romance that is inspired by distance, the high school lives as a kind of extension to the public school, which, to the general public I speak of, passes with "Let it go at that." Much has been said and written about the universities and most persons have a fairly well-defined conception of them. But somehow the high schools, and I speak particularly of those in the large cities, are veiled in obscurity. Perhaps this may be explained, with a little free translating, by the maxim—"A prophet is not without honor."

The days of the boarding preparatory school have flourished and, though the socially exclusive patronize them, the up-to-date American realizes that the high school of to-day is the richer of the two in the spirit of uprightness. The greatest argument in its favor is that its curriculum, though intended for both rich and poor, is especially directed to the students who through necessity are there to work for all that is to advantage. They have no time to spend in unnecessary dawdling over ill-placed studies, but are bestowing their precious young years to the knowledge which in the future they will convert into bread and butter.

This influence has exerted itself to a marked degree during the past ten years to the result of a new understanding of modern education. To-day there is the sensible admixture of both brain and hand work in the curriculum. Where formerly a boy spent his entire time in hunting loci, in despairing over Latin roots, etc., he now replaces part of this with an hour of typewriting and perhaps an hour in mastering shorthand. Or in the case of the technical high schools, which now flourish extensively in the larger cities, he may at ten o'clock drop his trigonometry and don a pair of overalls for a study of welding in the forge.

The girls are also provided for in courses of millinery, sewing, domestic science, etc., but as this article will treat of "The High-School Boy of To-day" we will not delve intricately into her affairs.

The New American Boy

Young America of to-day, from fourteen years to nineteen, is a new lad, progressive, impressively masculine, as he should be, and withal a "hustler." A great majority of him in the high schools of our cities are the sons of middle-class parents. With the true love of parents, they deny themselves, in many instances, that they may send their sons to high school, wherein they may see them profit and develop the talents and brilliance they oftentimes possess.

In a way the boy is more dependent upon the paternal roof-shelter than the boarding-house youth, for he shares at least two meals a day, and every night sleeps under his own shingles.

It would perhaps surprise an outsider to be told that the high-school boy often supports himself through his course. This is favored, in a large measure, by the hours of study, which in the majority of schools are from nine in the forenoon to one-thirty in the afternoon. An intermission of twenty or thirty minutes near noon affords ample time for a light luncheon and recess.

Thus every lad, unless detained after hours, has a goodly share of the day remaining to be expended at his discretion. It has been estimated that at least twenty-five per cent of high-school students are employed outside of school hours. This number has been greatly augmented recently by the commercial and technical high schools whose students by reason of their practical applications find themselves in demand.

What person young or old does not thrill with the joy of satisfaction when he or she is engaged in an occupation! There may be an economic incentive, and there may not; but nevertheless the inherent desire to keep oneself busy is evident in every one.

The incentive to the high-school lad is many times the simple desire for the wherewithal to establish independence and to meet the round of trivial expenses he incurs. The occupations assumed after hours are varied and interesting.

Various Employments

Many find employment under their fathers, in shops and offices, store and highway. A majority are engaged as messengers, doing special delivery service. Of course, there are paper boys, some with morning routes, some with evening.

During the warm seasons, early in June and in the fall, storekeepers frequently find it judicious to employ students and thereby save salary bills. But the sagacious avoid this vocation where they can do better, for soda fountains do not flourish the year round. A large gas company found it practical to employ young men in reading meters at month-ends. In this pursuit a small army indus-

triously apply themselves and subsequently figure bills and deliver them.

One particularly industrious young man became the center of esteem and envy of his friends by contracting jobs here and there in drawing and tracing architecture. It was a case of technical training so aptly mastered that it could be used at once.

A large lithographic establishment was confronted with a commercial difficulty. A large number of celluloid sheets were to be striped with hair lines, but no machines could be used. As a last resort, they employed a number of high-school boys, because of their familiarity with drawing pens. The boys made good and as a result were handsomely repaid.

A young devotee of electricity had by constant association and thorough knowledge interested an electrical goods store where an hour after dropping his Euclid he was concentrating his attention upon a faulty dynamo at whose complexity he was not at all perturbed.

Occasionally, however, the school faculties frown. Their dislike is sometimes incurred by those who work in the evenings toward midnight. This class is composed chiefly of those who usher in theatres, the opera and drama, but also of those in the popular nickelodeons. No job is more appealing than this, and many of the patrons of the drama come to recognize the well-groomed, intellectual students who courteously guide them. But this work is not conducive to the best study in school next day and frequently neglected home-work incurs reprimands from the teachers.

One young man is at night a waiter in a large hotel and as such, garbed in evening dress, caters to the large after-the-show trade. Happily, there are not many following him, but he seems to stand it well. Not a few are engaged in canvassing; and those of commanding appearance and convincing tongue find themselves prospering financially.

In the large cities there are papers whose sporting pages are contributed to by young men in the high schools. During the reign of the various athletic seasons, a young man of aggressive type and possessing a command of English jumps about, literally from diamond to diamond, gridiron to gridiron, and from every group of players or students he extracts information. After energetic work and well-used time, he reduces his news to typewritten columns of "sport items," and as such they are printed in the large dailies. For this work a brisk man can often command five dollars to ten dollars a column.

It is this young man that another type of business represents. This is the lad, who trained to alertness and commercial work, maintains a business of his own in large offices. He represents large publishing companies, and as an agent receives and distributes magazines to stores and carriers, building up by his best ability the business he assumes. Another lad of wisdom and training is a teacher in a Y. M. C. A. He instructs a class of young men about his own age in the mysterious complexities of electricity.

There are always youths who are gifted with imagination, to shape in concrete form mechanical inventions and improvements. Gifted with that precious aptness to see and plan, such a boy is further nurtured by education along those tendencies, and when he reaches the laboratories and shops of the technical high school he is in his element. There his genius affords him full scope. In one of these schools, as a specific instance, one of these young men attended. By his foresight and intellect, he became a mainstay, so to speak, of the school. He invented a marvelous piece of ingeniousness in the form of an automatic electric bell for ringing alarms for the school sessions. Its complexity lies in its being regulated to conform with any desired length of session. It was this same lad who invented an electrical developing contrivance for photographers which, to follow up, occasioned him to build and equip a studio in the garret of the school!

Nothing short of perpetual motion seems to be in the grasp of these enterprising Edisons, so astonishing, in short, are their accomplishments. Another youth, an enthusiast regarding aviation, has perfected a system whereby use can be made of the gyroscope in the steering of the aeroplane. On other occasions he has displayed his talent in various ways, too many to enumerate.

Good School Workers

There you have the high-school boy of to-day, energetic, practical, able to think and right above all possessing the American trait of not being afraid of good, hard work. But it must not be assumed that these indications divert him from the main course of education. On the contrary, such boys are the teachers' and principals' pride, for their zeal is just as pronounced in the geometry class as anywhere else. They are the pupils who on commencement day are officers of the class, honored and respected by all who know them.

Another type is the boy who is possessed of literary tendencies. He is at his best when writing essays and compositions or contributing to the school magazine. For the school magazine is an institution of the American school and an admirable one, not only because it draws forth the best literary talents and develops its constituents (which is no mean consideration), but also because of the greater achievement of actually maintaining a representative of American journalism. Every phase is covered with the same thoroughness as the commercial model; one student is the sporting representative, another assembles news from the various societies, another, etc. But the part to cause most comment is the manner in which the financial aim is pursued. To make it pay, the students upon its business staff realize that the real object lies in its advertisements, the number they realize determining the paper's success.

It is just a repetition of the type represented by the inventive lads. The editors go at it with wholesome zeal. An editor or member of the staff does not receive, nor in point of fact does he expect, any remuneration for his services to his school

paper. This public spirit in after years reappears in the good citizen, who is interested for the best in community or nation without thought of direct personal return. The invaluable training he receives while an editor is often the means of revealing a hitherto diamond-in-the-rough litterateur and by this intimate association with the things his innocent hand transcribes he fosters his first love for the pen. One of our greatest novelists to-day developed his natural aptitude in this manner.

Out of School Athletics

But the high-school boy dominates in another and greater way,—in athletics. Little need be related here of the football teams, baseball teams, basketball, hockey and their kin; they are as well known as the weather, for whole cities are at times agog over the fiercely waged contests for supremacy between the gladiators. Some may resent and criticise the roughness of football and its tendency toward the uncouth and brutal; but its redeeming feature is its power to generate in one and all of its participants manhood, independence, frankness and love of fair play.

The refreshing diversion after hard study to permit the pent-up muscles to exert themselves in organized endeavor; to direct them in good-natured manner against opponents and having school spirit for an incentive—that is the making of a man. The reason that athletics in any form is permitted to flourish as it does is that it is recognized as a vital and integral part of school life.

An important part of its success lies in the hands of a capable manager. Here again we have an example of energy, the manager, ever on the *qui vive*, alert to all that is for the best, writing a dozen letters a day—issuing challenges, arranging schedules and what not.

The Faculty-Controlled Fraternity

Outside of the exactions of the schoolroom, of the editorial sphere and of the athletic field, another spirit arises, the spirit of friendship and fraternity. Outside of the affection for another every man has, there arises a deeper friendship, which is initiated by some common bond or pursuit, whether art, journalism or sociality.

The greatest of these societies are the Greek letter fraternities. Now in the minds of most people they display a kind of opposition, a stand which they believe is justifiable in the knowledge they have of it. Their stand has been taken after the reports, often exaggerated, of the college fraternity. The high-school and the college fraternities differ in many aspects. The college in particular is more of a hotel or club, for its members as a rule live under a common roof. But the high-school fraternity, on the contrary, is composed of a gathering at one of its members' homes, chosen in turn, and its meetings are at the most only twice a month. Unfamiliarity with conditions, then, is responsible, for the attitude which those people display to the high-school fraternities.

Where the "frats" do exist they are, as a rule, somewhat under the authority and consent of the schoolmasters and principals. The members who

constitute them are the pick of the school, and at their gatherings they assemble as the representatives of the best specimens of the various activities. The rigorous exactions made in order to join them result in a body of the brightest, most intelligent and spirited students in the school, aiming to further the social interests and to promote the spirit of fraternity among its members. It may be stated that to enter these societies not only depends upon a vote of its members but of the school faculty as well.

Alive Every Minute

In this short article you have exemplified the High-School Young America to-day; studious, ambitious, broad-minded, ingenious and practical. As a student, he utilizes to the utmost every bit of time with the same earnestness he displays on the gridiron, the editorial staff, the laboratory or at his work after school sessions. It is a great step forward from the conditions years ago. Where formerly parents, educators and authorities insisted and maintained the cultural form of education, the new and practical form of co-ordinate education has established itself.

There need be no argument and proof in support of this; common sense and a realization of the world's trend to-day speak eloquently in its favor. The lad who is graduated from such an institution is fortified with the knowledge of the world before him, engendered by association with its principles—whether derived from the drawing-room, laboratory or outside employment.

An incident that follows is an apt conclusion to this exposition, and from it one can perceive the gist of this article.

In a large high school in a prominent city a principal was holding a discussion with one of his students:

"But," Mr. Blank expostulated, "I am sure the school wouldn't want me as an editor on the paper. When school ends, each day, my outside work begins."

The principal laid his hand upon his shoulder and with slow, impressive emphasis said, "My boy, it is your kind, the kind who sacrifice your vacant hours to toil, that we, every one of us, are proud of. The boy who can apply what time he can to managing a paper, making the best of his time—he is the one who in the years to come will be a shining example of his alma mater."

And the boy became an editor.

The national council of teachers of English has appointed a committee of five to investigate the status of the present study and teaching of the English branches in the country schools of the United States, and to suggest methods for improving the conditions as found. The committee has sent out questionnaires to the state departments of education of the various states, which will serve as the basis for the investigation and for the recommendations for improvement in the pedagogy of this important series of branches. This, the first comprehensive study in this field, is significant of the attention that the rural school is receiving from students of educational problems. The committee's report will probably be made at the Thanksgiving meeting of the council after which it will be published in the English Journal, the official organ of the council.

THE FUNCTIONS AND LIMITATIONS OF THE UNIVERSITY FACULTY

BY PAUL H. GRUMMANN, UNIVERSITY OF NEBRASKA

The American College Method of Administration

Our dilemmas in university administration are to be traced largely to old traditions that we have failed to eliminate or modify in accordance with our changed conditions. We have taken the traditions of the old colleges that had a prescribed course. The faculties of these colleges had been educated in a uniform manner and, barring the personal equation, each member of such a faculty was as competent as any one of his colleagues to enter into the business of administration. It was natural, therefore, that the small faculties of a generation ago should gather around a table and dispose of any and all administrative business. The college grew into the university under the influence of German traditions, which upon the ground that a university is purely a company of scholars, precluded a strong administrative force. Here the first serious blunder occurred, for the universities of our land were largely preparatory schools, and their faculties consisted in a large measure of men who had not acquired scholarship in any vital sense. The direct result was that the faculties of these new institutions continued to do administrative work of all kinds instead of devoting themselves to the disciplines which they were supposed to represent. They built up personal machines instead of departments of teaching and investigation. Cognizant of the fact that in German universities the faculty elects new faculty members, they virtually insisted upon a similar right with the result that continued inbreeding has led to wholesale degeneration.

Our universities, thus administered by the traditions of the small college and of the German universities, are in effect oligarchies. One is tempted almost to think of Schiller's "die Kaiserlose die schreckliche Zeit" in connection with the majority of American institutions, for they show the same disrespect for individual rights that obtained in politics in the later Middle Ages.

Individual institutions developed from oligarchies into absolute monarchies, all of the power being centered in the president. Sometimes this was enlightened despotism; sometimes it was unenlightened. In the more fortunate institutions, the personal liberty of individual faculty members, not members of the oligarchy, now grew with leaps and bounds. The faculty on the whole became more efficient, for it became possible for the president to remove an inefficient or immoral member of the faculty, provided he had the courage to do so. Here the old bogey of academic freedom asserted itself so maliciously because the academic freedom of Germany was misapplied to American conditions. In Germany a man is forced to give evidence of his scholarship repeatedly before he is

admitted to a faculty. Immorality is deemed sufficient cause for dismissal and cannot be construed as a part of academic freedom, as has been done repeatedly in America.

Wanted: A Reign of Law

The tyranny of the oligarchy and the tyranny of one-man power can only be obviated by a reign of law that will secure definite rights for the professor in a limited province instead of the chance of plunder in the whole realm of the university. Once upon a time we had authority in all university matters; now we must relinquish much of this authority in order to obtain conditions that will enable us to do our departmental work effectively.

Here, first of all, belongs the business of registration with all that concerns it, and we must realize that the authority of the registrar's office is to be respected. The individual faculty member may propose a program of recitations, but the administrative branch must reserve the right to adjust this program in the interests of the university at large. When the registrar's position is accorded that autonomy and respect which it should have, we shall see a marked improvement in our university life. Expert service in this connection will lead to a scientific arrangement of our classes, an arrangement that will utilize most advantageously the time of the students and the teachers. As a part of the administrative force of the institution, this office should become a wholesome check upon the faculty. The professors who fail whole classes and those who mark all of their students ninety-five should hear from this office directly or indirectly. In a word, the registrar should be the statistician of the university. He should not only record credits but should be able to synthesize the facts that come before him. His office should be the source of a large amount of legislation enacted by the faculty at his suggestion.

Whenever the faculty encroaches upon the province of the registrar, confusion is liable to arise. During the periods of registration, frequently advisers and other members of the faculty are appointed to work with the registrar's force. This is an evil, because such members of the faculty do not consider themselves subject to the direction of the registrar, who is held responsible for the success of the work. Members of the faculty cannot be induced to inform themselves thoroughly concerning the details of registration, hence much time is lost and many mistakes are made. We readily concede that the librarian must have a trained corps of attendants, but we too often fail to realize that the registering of students is quite as important as the registering of books. Our faculties on the whole have the minister's weakness for ex-cathedra au-

thority. They assume that they somehow have the ability to do work for which their training has not prepared them; and, therefore, they assume functions from which good taste and judgment should bar them.

Personal Friendships Involved

The official advising of students belongs in this category. President Eliot clearly hinted at the evil when he declared that it is the business of the adviser to interpret the rules of the university as printed in the catalog. Even this is a compromise. The faculty member should not advise the student in an official capacity at all. He is an interested party. In these days of counting noses, he is interested in the size of his classes and in the classes of his friends on the faculty. As a general adviser, he induces the student to take the course of Professor B because it is related to his work, and that of Professor C because it gives the necessary breadth. As a freshman adviser, his activity borders upon farce, because he has no knowledge of the student whom he is advising. The freshman can be helped only by clear, printed statements from the administrative offices that embody the legislation laid down by the faculty. Departmental advisers are subject to the same criticism. In the old days, when a department was represented by one man, the system was less objectionable. Today, when large departments contain a dozen professors, personal official advice enables the adviser to discredit the work of his colleagues. The department has a right to lay down departmental requirements, but the administrative corps should enforce these requirements. Official faculty advising leads to a silly paternalism that should be kept out of universities and colleges. By insisting upon this function, faculty members have subjected themselves to the just scorn of students, for even a student is able to fathom motives.

University Politics

In the days of small faculties, student affairs and delinquency could be regulated at the faculty board. Later this function passed to a committee of the faculty. To-day it is clear that this work has become purely administrative and calls for experts. In the hands of such experts, the work can be done better than a general faculty can possibly do it, for the general faculty has no special training in tracing the manifold causes of delinquency, nor will it take the time to gather the necessary information. Few of its members can discern physical and mental peculiarities that the specialist recognizes at once if he is efficient. Simply because faculties have been slow to delegate this part of their authority, universities have lagged behind public school systems in the rational treatment of the individual student and in the introduction of hygienic measures.

Faculty committees have, on the whole, been inefficient in their work because they have been appointed by the faculty. When these committees fail to do their work efficiently, they cannot be removed without seriously disturbing the equilibrium

of the faculty. The administrative branch, forever under the check of faculty opinion, can act when the evidence has been presented to it. In spite of some good arguments presented in favor of faculty election by Dean West in a paper before the Association of American Universities at San Francisco on March 17, 1906, I am inclined to agree with President Eliot, who favors administrative appointment. Dean West assumes that faculty election of committees promotes the responsibility and dignity of the faculty. But he does not seem to recognize that in large faculties a small group of men generally assume control of committee appointments by methods not unlike those of ward politicians. Gumshoe solicitation and log-rolling can not possibly add to the dignity of the faculty, and a fairly competent administrative officer may be trusted to grant an impartial hearing to all who are concerned. Even if faculty appointment is conceded for committees exercising legislative or instructional functions, it is clear that all administrative committees should issue from the chief executive, who is responsible to the board and to the public for their efficiency.

By a prudent surrendering of administrative functions, we are in better condition to maintain our authority on the legislative side; but in the nature of the case, we must also be prepared for limitations here. Every faculty is the creature of a corporation or of a state exercising its authority through a board. The corporation or board may, upon its responsibility, lay down general rules that must be accepted during its tenure. For example, a state university faculty insists upon certain entrance requirements. The high schools commissioned under the state laws have another standard of graduation. Under these conditions, the board of control must naturally supersede the faculty if it is necessary to do so in order to make the university articulate with the state school system.

Courses of Study Unscientific

Moreover, I find myself in complete agreement with Doctor Flexner on this point. College faculties have only caused confusion by attempting to force their ideas upon the secondary schools. It is true that we can hardly assert that the secondary teachers have arrived at that state of professional maturity when they can be expected to devise courses of study that are adapted to the boy and girl of early adolescence. It does not follow that the college teachers who have just as signally failed to draft suitable courses for boys and girls of the later adolescent period should foist their theories upon the secondary schools.

In the formulation of their own courses of study, college faculties have been unwise. They will be forced to improve upon their present methods or suffer an administrative check in this direction. In the words of David Starr Jordan, "A faculty is a body of men each of whom believes that a maximum of his own subject is vital to the welfare of the student." If our faculties had had absolute control of the courses of study, our universities would still be colleges of the liberal arts. All of

the newer activities would have been crushed at the outset. In order to leave the formulating of courses in the hands of the faculty, the boards have resorted to the expedient of creating special faculties who are willing to formulate special courses. These again must remain under administrative control in order to safeguard the integrity of the whole institution.

So long as the average faculty member meets every question touching the course of study with a conscious or subconscious prejudice touching the size of his own classes, we can not make any real progress. Many of us have hoped that our departments of psychology and education would supply the necessary leadership to insure a rational procedure in this matter, but it must be admitted that generally we have thus far been doomed to disappointment.

In spite of all these limitations, which have some plausibility, the authority of the faculty may be by no means negligible. It maintains authority in matters of instruction and research. If it acts wisely, it will keep the authority to legislate in all matters touching these two fields.

Let Professors Teach in Freedom

It is a fallacy to suppose that the professor's status must necessarily suffer because he relinquishes general administrative functions. It is true that the general faculty affords him a smaller sphere of activity than formerly. But he should find ample opportunity to exercise his initiative in the departmental councils, for the members of a department should have quite as much to discuss as any general faculty of the last generation. It is not compelled to limit this discussion to methods of research and instruction. All of the departmental interests may be considered here. Under favorable conditions, the departmental faculty will even have the authority to formulate departmental courses and requirements, the departmental head reserving the administrative details. Under such conditions the head of the department becomes its real instead of its official leader.

Good Men Sacrificed to a Bad Tradition

It seems quite clear then that with the growth of our institutions a large number of purely administrative functions become divorced from the faculty. This is necessary if the student is not to be made the victim of teachers engrossed in departmental instruction and research. In the past, especially in small institutions, this administrative side has been centered in one man, making his position extremely precarious, — unnecessarily so. The number of careful and high-minded executives sacrificed to this situation is a blot upon our higher education. One is almost tempted to say "Let us cease talking about academic freedom for a while and give some attention to the question of administrative rights." Not infrequently, the college administrator has been forced to resign just at the time when he has succeeded in gaging the efficiency of his faculty. The new president spends a number of years informing himself, but when he becomes efficient the tangle of administrative respon-

sibility again removes him. The trustees are not an adequate protection for him, for the personnel of the board is continually changing, and the members of the board are accessible to the faculty members who have personal influence. The only adequate protection for the president lies in developing an administrative body in the university, each member of which has a definite field and definite responsibility. Such a body need not be chosen primarily for its ability in research. It should be a real university senate chosen by the president and regents on the basis of fitness. The appointment of deans has too frequently been based upon the desire to increase the salary of a worthy teacher or investigator who has no taste and no talent for administrative detail. In this connection, it may be well to recall the statement made by Dean West in the address to which I have already referred. He asks "How many members of general faculties and senates are at all in touch with our literature on college administration and instruction?" Is it necessary that they should all become vitally interested in this literature, or will it suffice to specialize our efforts and build up efficient administrative departments?

In the division of functions, there is a certain danger, if the proper checks are not maintained. The faculty that restricts itself to legislation must have some assurance that its legislation is carried out. To this end it should maintain committees. The faculty should not be officially concerned with the student during registration. It is legitimate, however, for the faculty to maintain a committee that will check all registration blanks.

To Each, His Measure of Freedom

A clearer differentiation of functions will not only lead to greater efficiency but to greater freedom as well. For freedom has the peculiarity of applying to all persons concerned. To the student, who wishes to know his duties and his privileges, to the public which has its rights, to the state which has its claims, to the teaching force, low and high, even to the president who must have the freedom to dismiss an inefficient professor without fearing that he will be forced to resign on trumped up charges that have no connection with the matter in hand.

We are, therefore, ready to consign a large number of purely administrative functions to deans and presidents, whose duty it is to test our efficiency and to sit in judgment in all interdepartmental matters. To this administrative side of the university, we must refer very many interests to which we have clung tenaciously.

The United States Bureau of Education has just issued a brief bulletin citing evidences of recent progress in European schools. It is an enlightening but discouraging document. Europe has set too fast a pace for democratic America.

"Easy Road to Reading," in four books written and illustrated by the late Louise Beecher Chancellor, and edited by W. E. Chancellor, editor of *The School Journal*, is announced for publication in November by the World Book Company, Yonkers, N. Y., who invite correspondence.

MY DIARY

BY MARY WARWICK

CHAPTER X

WHEN NEITHER WOOS BUT TWO WED

[Mary Warwick, writing under her maiden name, is the youngest daughter of a prosperous farmer and banker, near Lake Erie, who, through political influence, secures for her her first school. Soon afterwards, her father's best friend dies, whereupon her father's enemy and debtor, Henry Okkerford, forces her out and installs her sweetheart, George Grant, as teacher. Mary then secures a better school; but her father himself dies, and Mary inherits two thousand dollars. With this capital, she goes to a local college for a year, and then proceeds to New York to complete her education in a teachers' college. Her oldest brother, however, marries Okkerford's sister and loses nearly all her money. She becomes a substitute teacher in a city near New York where she immediately attracts the attention of the city school superintendent, who is a widower a dozen years older than herself. By what at first seems, to her a perverse fate, she encounters there Okkerford in the new role of agent for a heating concern that is anxious to secure a contract for heating a new schoolhouse. To thwart him, of her own volition, Mary interviews the mayor, but his sudden death throws the superintendent into the power of the city hall crowd. Mary has gone to his house late at night to tell him all that she has learned.]

I cannot say that at eleven o'clock that night Edward Lambert was glad to see me at his house, but I must report that when I expected that he would be very anxious to get me home privately, safely and speedily as soon as he had heard the bare outlines of my story, I was totally in error. The affair had more meaning to him than even to me. He wished to hear every detail. He was always a good listener; perhaps that was one reason why people liked him. At any rate, it was the secret of his wonderful memory. It was two o'clock of the morning when I was through reporting and he was through telling me all the significance of each detail—what events and circumstances had so worried the mayor that he died of heart failure, what political and ecclesiastical forces were behind Amstone to make him acting mayor, whom Amstone would probably remove from the board and whom appoint.

"You cannot go home," Edward said suddenly.

"But I cannot stay here," I answered.

"Very likely there is a reporter at the gate now," Edward replied with a smile. "Reporters seem to look upon you as a fountain of news, a maker of history. Maybe another reporter has heard our conversation."

I gasped. But I could not be frightened.

"Well," said Doctor Lambert, "I tell you what we will do. We will open the door and look all around for the reporter. Quick!"

He jumped from his seat, ran to the front door, and sure enough! a reporter was just scooting through the gate.

Edward—I must call him that—ran down the walk, sprinted after him, and caught him. "Come

on back," he explained. "You've missed the most important news."

This reporter was a cheerful youth and took his capture in great good spirits. "Our paper goes to press at three, you know."

"Oh, there is time enough. You can telephone right from my library."

This time the reporter gasped.

"Go ahead," Edward explained. "Tell your people that Miss Warwick here was threatened with loss of her position if she did not do one thing and bribed with the offer of a better position if she did that thing. You heard, of course, you heard what she was ordered to do,—persuade me to drop my notions of a fine set of schools and go in for economy and corruption."

"I've got to go," the youth parleyed. "I can't let loose your line of talk. I must play up the other."

But Edward held him with a friendly right hand upon his shoulder. "Just add," he said with a twinkle in his right eye, "that Miss Warwick will not teach next year. She will marry Mister Lambert—just when did you say, Mary?"

Of all things! Right before a reporter! But I had brought it upon myself; and there was no way out.

"Oh, say in—in—in—October!" I whispered.

And the reporter disappeared.

Whoever tells truthfully the story of her own love-affair just at this stage? We said much, but it was all about ourselves, while Lambert walked all the long way home with me through those past midnight hours.

Next morning there was nothing in the paper about the interview with the superintendent of schools and a teacher; but we had won the reporter evidently, for right there in that hostile newspaper, slipped right through the fingers of the night editor, was a nice little notice on the front page which said simply that Miss Mary Warwick, playground teacher, announced last evening her engagement to Edward Lambert, city school superintendent. "Last evening!" How kind! How badly "this morning at the home of Doctor Lambert" such a notice would have sounded! Some boys have good hearts. Even a newspaper reporter can be kind at times.

By our engagement we had cut most of the ground from beneath our enemies' feet.

The new acting Mayor Amstone did everything that he had threatened. He removed six of the eight board members—as only acting mayor he could not be *ex officio* a board member himself—and he put in men that he thought he could trust. The two others remaining he was already sure of. But it is one thing to work a maneuver like that, and a very different thing to make a long campaign accordingly. No sooner had the new board met

than Edward Lambert began his city-famous operations in winning personal favor with his governing board but without surrendering to them. He was not of those "always learning but never coming to knowledge of the truth." He knew his profession thoroughly, and had time to think about plans and methods of realizing fixed purposes.

At this first meeting, it was moved to discard the old plans for new schoolhouse No. 34, fifteen rooms and assembly hall and gymnasium, and to ask for plans for a building of fourteen schoolrooms only, no extras. It was quite plain that the matter had been carefully framed up by the board members beforehand. The motion was promptly seconded. Then Edward arose and made a little speech. He called attention to the fact that fifteen hundred dollars had already been spent upon those plans, and feared that the public might criticise wasting so much money. (This made some members nervous.) Then he said that the new schoolhouse was to replace a poor old building in a foreign section with lots of Hungarians, of Italians and of Russian Jews among the population. It was hardly fair to give them a poorer school than wealthier sections already had. Then he remarked suavely that it was scarcely good politics so abruptly to offend the leaders of these foreigners. He suggested economy upon the next schoolhouse rather than this. Then looking the board members over carefully and seeing several obdurate faces, he added that the schoolhouse cared for the children of the workmen of one board member, for the children of the tenants of another, and actually had two grandchildren of a third. There is nothing quite so effective as knowing the weak spots in the armor and the soft metal in the weapons of one's enemies.

Mayor Amstone was present at the meeting, though not seated with the board. He pointed to one of the closest of his heelers on the board and said, "Answer that. Why do you let the 'Super' boss the bunch?"

"We don't, and we won't," growled the man addressed. But Grandfather Johnston, Landlord Axtell and Employer Ernst were now hot for tabling the motion. Edward had won, and in their next issue the newspapers said so. Of course, he had secured only delay. But this gave him all September to work out his problem, which was to bring neighborhood and public opinion to his rescue not only for the immediate plans but for his continued services as superintendent.

But what was I in my present poverty to do before marrying Edward? When school gave up in August, I had only one hundred ninety dollars on hand. And I had to live until October fifteenth and buy my wedding clothes. Edward wouldn't listen to my wish that I should teach all of September and earn sixty-five dollars. "I'm not bothered over a hundred dollars, but over tens of thousands," he asserted. And he made me take fifty dollars and a little cheaper engagement ring. I ought to have felt humiliated, but what he said was true. His salary was forty-two hundred dollars a year, and it would have ended in August

if I had not helped him win. To an extent he owed his salary to me. I had been his helpmeet already.

I might as well tell the brutal facts. A city school superintendency is no place for a bachelor or young widower. Women individually are well enough. But women *en masse* are as cruel as men, and more vulgar. A thousand women teachers had been talking about the superintendent largely for want of any other male creature to occupy their attention.

I was living yet in the family of the clerk, and I had grown to love his wife and his four children. I paid them six and a half dollars a week for board and room. They so needed the money that I regretted how soon I was to leave them. Despite all the political troubles, I was happy that September and grew well and strong again. Every noon I took lunch at the Lambert home, and several evenings during the month I was able to see that dear man.

His two boys were very fond of me, and both his mother and his sister were kind and cheerful. Still, I grew into the secrets of the Lambert family history, and it was anxious and sad indeed. Edward really could not afford to have a wife again. The interest alone on his debts was nearly half his salary. He got nearly a thousand dollars a year more by various outside employments that had the merit of taking his thought off his immediate work and politics and of bringing in money; such as reading manuscripts for publishers, an occasional lecture, and some writing of his own for magazine and book publishing. I began to wonder whether or not after we were married, I could not help him write articles and books that would sell better. I must do something toward self-support as a wife.

We were married quietly October 15th in the study of an Episcopalian rector, and we especially invited the reporter and Margaret Ellinwood, my playground friend. And there is nothing to report of our affairs all the rest of that school year, or, indeed, until June, nearly two years later, when our baby girl came. Then Edward was re-elected by a small majority of the board for a single year; and he knew that he must look for some other position. No superintendent, I am told, can always defeat a hostile faction. Soon or late, the day comes when they get him. One majority in the board, and out he goes. Nor can the angels in Heaven ever satisfactorily explain his failure to keep his job.

Now came another of my awakenings. When through that Winter Edward gave prominent names of citizens as references to other cities for their superintendencies, and to colleges for professorships, the names of men whom he thought that he could trust, and when he gave the names of other educators holding city superintendencies or college positions elsewhere, often bitter truth came home to us. They were praising him to his face, but saying nothing for him. Of course, he had some loyal friends; but most of his supposed friends completely failed him. Some wrote equivocal ref-

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THE LARGER VIEW OF THE SCHOOL SUPERINTENDENCY

BY WILLIAM E. CHANCELLOR

The American public school superintendency whether in state, in city, in county or in town is conspicuously the office of the man in earlier middle age. Few school superintendents in towns above five thousand population are under thirty years of age and still fewer are above fifty years. The average age of the man in office is forty years; and his average experience in one or more positions is less than five years.

The school superintendent has the qualities of the man of earlier middle age, both the merits and the defects. He is both less ambitious and less enthusiastic than the young man, less conceited and less courageous, less ignorant and less inquiring. Yet usually he is neither so prudent nor so wise, so tactful and so practical, so well informed and so inert as the old man.

The American school superintendency is a middle position in two other senses. It is the means of intermediation between professional teachers and lay board members, belonging about as much to education as such as it does to government and politics. And it is partly an office and partly a service. It is an endeavor to co-operate with authority over teachers and yet with obedience to laymen.

Despite the careers of a few conspicuous exceptions, no man once entering upon a school superintendency in any state, city or county has any historical warrant for looking upon it as a lifework. Once in a while a successful superintendent dies in office; once in a while he goes to some other educational position in which he remains until death. But in nine cases in ten the man who leaves his second superintendency and in three cases in five the man who leaves his first superintendency does so either in order to take some other kind of position than one in education or because of discharge from inefficiency or too great efficiency in office. There is but one state in the union in which a school superintendent may reasonably look upon school superintending as a lifework,—New Jersey. Prospects, however, are now brightening in several other states, such as Massachusetts, Pennsylvania, Indiana and Louisiana. Elsewhere mere length of experience usually counts against the man in office. Jacksonian rotation prevails.

Nevertheless, it behooves every school superintendent, if not for his own sake, at least for that of his social sphere, to seek the larger view of the school superintendency. It is well enough for him to stand for the three indefeasible prerogatives of his office, which are these, viz.:

First, his title as superintendent with the headship of the teaching corps involved therein.

Second, his salary from public taxes and funds.

Third, his right to sign diplomas and certificates accordingly.

But so much as this defensive attitude is not enough, though even these prerogatives are at times challenged. A prerogative is a right without which an office cannot in truth exist.

A properly conceived school superintendency involves certain other rights, certain privileges even. Though it is a new office in many communities without statutory legal support and without adequate social traditions, nevertheless in nearly all jurisdictions the public attaches to it a deal of responsibility, many responsibilities. Yet in sound reason and in good conscience there can be no responsibility without both authority and resources. When the schools are poor, the superintendent is charged with their faults. When they are good, he is usually in part credited with their merits.

Beyond his prerogatives, the superintendent should have certain rights and the means, therefore, with which to maintain them.

Of these the first right is to get all the facts relating to the schools, facts of finance, facts of teaching. This means that the account books should be open to him; that he should attend all board and committee meetings; that he should visit in person in small communities and by his assistants in larger ones each and every schoolroom and teacher.

The superintendent who is voluntarily an office-worker is a self-confessed incompetent. One who is compulsorily an office-worker because he has inadequate clerical assistance or because he is actually denied—as in some places—the right to visit any and all schools is actually no more than clerk of the school board.

Not long ago, I met in a state of the middle west seven experienced school superintendents, five of whom never went to board meetings. A sixth went occasionally "upon request." These six men are no more than recipients of the orders of their boards, school principals, not school superintendents. One of the five had seventeen school buildings and seventy teachers nominally under his control. Yet, of course, he had never selected a single teacher. Whether capable or not, such a man is not trusted. Three of the five did not wish to attend board meetings, and two said that they seldom visited the classes of the teachers.

The second right of the school superintendent is that of initiating all educational measures or of vetoing promptly and finally any educational measure proposed by others when not in accordance with his philosophy of education. This right includes nominating every new teacher; ratifying or preventing any and every transfer, demotion or discharge of teachers; proposing or vetoing book adoptions; changing or continuing courses of study

save where large expenditures are involved; approving or disapproving plans for new schoolhouses or important additions; selecting furniture and equipment, and making rules and regulations.

Some years ago, when I was changing from my third to my fourth city superintendency, a man of large experience in American politics told me that until school superintendents everywhere renounced several of the rights above enumerated their tenures would continue to be "extra hazardous." This is true. And yet should they so renounce, the welfare of American public education would be jeopardized.

In the larger view we cannot divorce money from educational supervision; nor can we divorce the selection of teachers and assistants from the proper operation of the course of study and school discipline. In this new and larger view, the cost per capita of instruction in each and every study and the efficiency of such instruction per dollar paid out are matters for the superintendent as well as for the board. The old line of demarcation to the effect that the board should manage the finances while the superintendent manages the schools is not according either to common sense or to sound philosophy. No board should elect as superintendent a man without financial judgment. And no superintendent should accept or continue to hold office under a board so corrupt that he cannot be admitted to its financial sessions. Upon this point in the past quarter century public opinion and educational ethics alike have undergone a transformation. A superintendent should be a competent business man, an honest man, a trustworthy man as well as a good teacher and directing educator.

He should know how to plot the curve and make the graph that shows whether or not a school is well graded. He should know also what land is worth per square foot and what paper is worth per pound. He should know how to check accounts and how to read ledgers.

The third right of the school superintendent is to be the voice of the schools in his speeches and in his reports, in interviews with citizens and otherwise. It is not many years ago that in one of the largest cities in America the board of education refused to print the reports of the superintendent not from opposition to them but as "unimportant." This right often brings the superintendent into direct opposition to the president of the board (or chairman of the school committee). In one of the oldest states of the union, a state that was one of the thirteen colonies, seldom does any superintendent speak for the schools upon any occasion. Yet in another eastern state, the board president in one city has served over thirty years, while the superintendent has changed several times; and yet invariably the latter officer, not the former, has had the authority and duty of publicly representing the educational policy of that city.

Laws and traditions greatly affect the office of the superintendent; but under favorable circumstances a strong enough man can sometimes make notable changes for the better.

VILLAGE PRACTICES IN METROPOLITAN SCHOOLS

In the rural one or two room school, the teacher does whatever she is told to do whenever she is told to do it by a school committeeman, by a parent or by almost any citizen. She is the hiring servant of all. In Ohio, where the counties have no superintendents and many towns no town superintendents, teachers do whatever any one tells them to do. In default of suggestions interpreted as orders, the teachers do as they please.

Once in a while conditions of this kind creep into the schools of large cities. Within a year in a metropolitan city, a board member upon going into a high school found that there was one general lunch period for all pupils and ordered two periods for half the pupils at a time. The principal promptly obeyed without asking so much as by your leave of the superintendent or of any other board member. Finding himself obeyed, this board member next went to the janitor of another school and ordered him to change his cleaning plans. Without even notice to the superintendent of buildings, the janitor obeyed. In another large city, not long ago, a board member went to a high school and rebuked a teacher openly in a classroom. When the principal objected the board member visited his displeasure vocally upon the principal also. Whereupon, ignoring the superintendent of schools and the rest of the board, the principal went directly to the appointing power in that city and secured an immediate request for the resignation of the board member.

Clever principals, teachers and janitors find it to their advantage to break up the board into individual memberships and to ignore the superintendent of schools and of buildings and get the oral warrant of one or more members to do something or other not permitted as yet "in the system." According to temperament and to need, one may call this chaos or liberty or progress. But whatever it is called, one thing is certain: Soon or late, there will be war. Likewise, a second thing is certain: It is unpleasant to be superintendent of schools or a law-abiding principal or teacher in such a city at such a time. Moreover, a third thing is certain: When the public as a whole finds out what is happening in the schools, the public will order a new board that knows how to operate as a whole, and this no matter how that board is selected or what its powers are. Nor is a fourth thing less certain: The busybody board members, if given rope long enough, will hang themselves, and this irrespective of whether they anger or please individual teachers and janitors by their interferences with law and order.

One who has watched the rise and fall of many in Israel can only be sorry for such a condition. Justice in a jurisdiction means law universal for all, uniform to each and all, and certain in every meaning of the word.

Even villages are reforming. Cities should stay reformed.

NEGRO RACE PHILOSOPHY

WILLIAM H. FERRIS, M. A. HARVARD AND YALE

[Professor Ferris is a colored man of a family of distinction through service of high importance both to the white race and to the colored. He writes with an eloquence not excelled by any other man of his race, and with a judgment unequalled by any other. One person in every nine in America is an Afro-American. The subject concerns every one of us. And we take pleasure in presenting to our readers one of several articles to be contributed by a scholarly leader of the race—*The Editors.*]

Race Qualities

I do not see in the problems growing out of the interrelations between two races differing in their ethnic history, in their color, hair and social environments, isolated facts that have no relation whatever to the development of human society, the trend of human progress and the course of human history. I am constrained and compelled to believe that the forces which have lifted the Anglo-Saxon in the scale of civilization are needed to uplift and civilize the Negro.

The contributions of the Greek, Hebrew, Roman and Anglo-Saxon race stocks to history are not merely explained by telling us of the mountains of Greece, its clear sky, balmy climate and beautiful scenery; telling us of the soft Italian skies, vineclad hills and olive groves of Italy; by telling us of the sublimity and loneliness of the Arabian deserts, where the stars shine so silently in the immensities of space; by telling us of the grandeur of the Swiss mountains; by telling us of the gloomy forests of Germany, and the rough North Sea. It is the soul-life of the Greek, Roman, Hebrew and Anglo-Saxon races, their inborn, psychic characteristics, which caused them to react upon their environment in a peculiar manner and caused one race to produce philosophic and poetic geniuses, another race religious and financial geniuses, and two others military and political geniuses, impelling them to play their part in human history.

Although the Negro has certain racial traits, tendencies and characteristics peculiar to himself alone, although he has not the analytical mind, the penetrating insight, the calm and cold phlegmatic temperament and bulldog tenacity of purpose of the Anglo-Saxon, although while the Negro race has produced some brilliant minds, the masses are still in a crude and undeveloped state, nevertheless the Negro is a human being, and as a member of the human family he belongs to the genus *vir* as well as the genus *homo*. This being the case, he is subject to the same laws of development as other races.

The New Afro-American

The type of the Negro that is portrayed in Dunbar's *Lyrics of Lowly Life*, *Lyrics of the Hearth Side and Candle Lighting Time*; the type of Negro portrayed in Chestnut's *Conjure Woman*; the type of Negro portrayed in Brother Gardner's celebrated Limekiln Club, where Pickles Smith, Giveadam

Jones, and Raspberry Johnson orate and philosophize; I say this type of Negro is rapidly dying out. The happy-go-lucky Topsy, the lamb-like Uncle Tom, the old plantation preacher, the medicine man, the conjure woman and voodoo doctor are rapidly passing away in the South. Gone is Rev. John Jasper, who exclaimed, "De sun do move and de earph am squae. I hab seen de sun on one side of de house in de morning. I hab seen him on de odder side of de house in de afternoon. Dafoe de sun do move." Gone is Rev. John Brown, of Jacksonville, who carried his congregation through a seance, who made of the ceiling over his head and the pulpit wall behind him the imaginary background upon which he painted the saints in glory and the damned hanging over the drag wheels of hell. Gone is this ante-bellum parson, who would rhythmically prance backward and forward over the pulpit chanting his visions and prophecies in a hushed undertone, when the lights were turned low, when his congregation would keep time with his prancing and chanting by their feet on the floor, and when men and women would fall in hysterics.

Yes, the old order is passing away. The new Negro is rising with his face turned not toward the setting sun of slavery, with its antiquated beliefs and superstitions, but towards the east, where the day is breaking and where the dawn of the twentieth century civilization is beginning to reveal to him a new heaven and a new earth. It is yet too early to write the epic of the Negro race, for an epic tells of a mighty conflict, of the collision of mighty forces, of a great shaking up in the affairs of men. And compared with the all-powerful and world-dominating Teutonic peoples, the Negro race is but a child in strength. But I have endeavored to reveal to the world the mind of the new Negro and to interpret the longings and strivings of the young Negro whose face is turned towards the rising sun, and who is endeavoring to enter into the spiritual inheritance of the human race. The Negro with whom the twentieth century will have to deal is not the Negro of Uncle Tom's Cabin and Dunbar's poems, but the struggling and aspiring black man who, in DuBois' *Souls of Black Folks*, and Chestnut's *Marrow of Tradition* has uttered an eternal protest against the spirit of caste.

Culture Through Ideas

The problem before this country in this century will be, "What shall be done with this new Negro?" The question before the country is, "How can the black man develop his powers and unfold his possibilities without bringing on friction between the races or precipitating an interracial war?" The innate Anglo-Saxon sense of justice and humanitarian spirit of the New Englander have solved this problem in the north. And it remains for the south

to adopt the north's attitude of encouraging the aspiring Negro. If philosophy teaches anything, it teaches that it is impossible to lift a man by keeping him down, that the Negro cannot rise very high in the scale of civilization if he contents himself with inferior ideals. If history teaches anything, it teaches that the same forces and ideals which have civilized the Anglo-Saxon are needed to uplift the Negro. And I believe that it will be as easy to reverse the law of gravitation or to force water to run uphill as to elevate the black man by withholding from him the fruits and the heritage of the Anglo-Saxon civilization. At the same time I realize and recognize that the Negro race must gain prestige and standing by its brilliant deeds and dazzling achievements before it can hope to win and secure full civil and political recognition. The career of the late William Conrad Reeves, chief justice of the Barbadoes, ought to be an inspiration to every colored man. James Anthony Froude said of him, "Before my stay in Barbadoes ended I had an opportunity of meeting at dinner a Negro with pure blood, who has risen to eminence by his own talent and character." Just as Reeves, the individual, won recognition because of his intellectual and moral worth as a man, so must the Negro race lift itself in the eyes of the civilized world, by its deeds and achievements. And then recognition will follow as a necessary corollary.

Race and Environment

The Negro race has had a very different race history from the Anglo-Saxon. The Anglo-Saxon, reared in the gloomy German forests with misty morasses and coasts along the Baltic Sea and the north shore, lived in an environment that weeded out the unfit. His constant struggle with the forces of nature, his battling with the elements, with wild beasts and with savage men quickened his intelligence, strengthened his will and developed his body. The Negro lived in a tropical climate where excessive heat prevented continuous bodily labor. Fruit, nuts and vegetables grew easily. All he had to do was to reach up and pull down the fruits and nuts, or to reach down and pick up fruit and vegetables. Centuries of this life developed different race traits and qualities in these ethnic groups. It made one race thoughtful and serious and the other race happy and irresponsible. Then, too, we must remember that American slavery took responsibility away from the slave as his master took thought and planned for him. Then again, American slavery, where the virtue of the slave girl was lightly regarded, where families were broken up, husband separated from wife, and the marriage tie not taken seriously, was not an ideal school for the training of morality. And it will take more than one generation for the Negro wholly to shake off the heritage bequeathed to him by slavery, and the traits developed in slavery. Consequently it will be many years before the black man will be a serious competitor with the white man in business, in politics, in war, and in science. The Negro should continue to absorb, to assimilate and to appropriate the highest elements of the Anglo-Saxon civilization, as he

has done during the past forty years. And he should endeavor to retain his buoyant, hopeful, optimistic nature; his warm sympathy and rich, emotional equipment and endowment.

WAKE UP!

"The times have changed, and things go differently." So Martin Luther wrote in his letter to the mayors and alderman of Germany. "Wake up, England," wrote the present king of England in his letter a dozen years ago on the navy situation to the London Times, the "thunderer."

Again, the times are changing. In a moving picture, we can see the late Mayor Gaynor, of New York, walking upon the deck of his ship a few hours before his death. A thousand birdmen can now swim in aeroplane or dirigible through the aerial ocean. The wonders of yesterday are the commonplaces of to-day. We marvel no more at the telephone than at a wheel; both are inventions of a forgotten past.

Yet as ever, many are asleep, wholly unaware of all the progress about them and beyond them.

Youth is not a state of mind but a kinesis. Youth is growing. Youth is the power to generate new ideas or to appreciate and use the new ideas of others. Wake up, schoolmen and professors! Probably, somewhere else, some one knows something and another is doing something that make what you are doing and what you know archaic, anachronistic and in truth no longer standard but obsolete.

There is not much to be learned from most of the universities in their schools of education in the way of the new and better; they represent the conventional and the standard, not the progressive and the scientific. The typical university mind is parthenogenic of ideas without correlates in reality. Let us go to the best field-workers who live in the presence of things, who have grown beyond and above their university training and trainers. There are several school systems in America, and there are hundreds of schools, actually doing better work than even the theories of supposedly the most progressive university schools of education.

Science is concerned with realities. It interrogates and doubts. It knows that only a few laws are universal and seldom dogmatizes or drills. It analyzes, measures, computes and records. To science with its eye upon the great hope that "the best is yet to be," all educators, all men indeed, should go and upon awakening do.

Allentown, Pennsylvania, is debating the question of where to locate and how to plan a new three hundred thousand dollar high school. Some old settlers fear that to have it in their neighborhood would lower the values of their properties, while some taxpayers fear the opposite, that its nearness would raise their assessments and taxes. But with every turn of the discussion the plans for the new school grow more elaborate. F. D. Raub is city school superintendent, an office that he has held for a generation.

THE SCIENTIFIC SPIRIT IN EDUCATION

The Effect of the Scientific Spirit in Education Upon the Kindergarten in Relation to the Distinctive Characteristics of the Montessori Method.

BY ELISABETH ROSS SHAW

THE SCIENTIFIC SPIRIT

Even the frankest critics of Montessori agree that she is scientific in attitude. Yet as to her knowledge, even her friends apologize. Well-known authorities in six branches of science—biology, sociology, pedagogy, psychology, hygiene, and medicine, refute her chief claims and theories. As has been well said by Professor W. H. Kilpatrick, of Columbia University, who was one of the committee of experts sent to Rome to study Montessori's work, her system "has the spirit but not the content of modern science." During the last ten years Italian universities have challenged the admiring attention of all Europe by awakening from medievalism. But Dr. Montessori took her medical degree twenty years ago. The great psychologist of Italy—Sancte de Sanctis—is recognized everywhere, but he is ahead of his nation, and Montessori does not quote him. She does quote Prof. William Wundt, of Leipzig the father of experimental psychology, who said to me that he had spent his life examining the mental processes of university students at the opposite end of the scale of human minds from that in which I was interested. He insisted that he knew nothing whatever about feeble-minded children.

KNOWING THE CHILDREN

The chief feature of Dr. Montessori's method is that she tries to adapt herself to *her* children, first individually and then collectively. This is exactly the attitude of the modern Child Study movement. Those of you who have *heard* reports of the Department of Superintendence in Philadelphia this February know how incessantly the necessity for mental measurement was emphasized at that meeting. The Binet tests are being used and quarreled about all over the civilized world. They are so helpful that we can't live without them, and so often misleading that we can't live *with* them. The even more satisfactory and, from the teacher's point of view, more enlightening mental tests devised by Professors Sommer, Ziehen, Stern and others are rapidly being introduced into this country from Europe, as a basis for finding out how each child can learn most efficiently, and with least waste of nerve force. Child Study departments are being established by public and private schools and institutions all over the world. The first laboratory of experimental pedagogy in the world was founded only a few years ago by the Leipzig Teachers' Association. There, under the leadership of Professor Brahn, teachers meet weekly to learn insight into the mental traits of their own children. There is no surer cure for what Dr. Harris used to call "pedagogic cramp in the soul" than for the teacher to have the constant hope of dis-

covering new facts in child nature. This fossilization is all the more dangerous in view of the fact that until recently the form of psychology taught in normal schools was not *physiological* psychology, but a sort of "spookology," describing the human mind as if it were disembodied, and dissecting it as if it were dead.

KEEPING UP TO THE MINUTE IN KNOWLEDGE

The sciences on which education is, or ought to be, based, are developing so fast that by the time a theory is printed in a book it may be already superseded by a better one. Only by constant reading of the current periodical literature of your profession can you keep up with the progress of the age. Now theories are not pipe-dreams, but working hypotheses. You are working with children every day; your work is necessarily based on some kind of hypothesis; you have no right to work on any but the *best* known in the world *to-day*. Do not be discouraged by the fact that a better working hypothesis will be discovered to-morrow; but, like Hunter in Olive Schreiner's "Dreams," hew your path up the untrodden mountain-side in order that by the steps that you have carved others may mount with ease, beginning their progress where you must end your labors.

Montessori's magnificent Declaration of Independence for child nature is perhaps her chief claim to attention in our republic, which still retains monarchical government and military teaching in most of its schools. Children are apt to be granted such a harmful degree of liberty in the American home that the school is almost forced to fly to the opposite extreme. Also, as William Hawley Smith has stated in his books, "All the Children of All the People," the fact that our American public school system was crystallized in war times led to the squad method of class-drill which has persisted to the present day. But here and there, all over the country, educators are trying experiments in liberty, seeking to balance justly the rights of the individual and of the group.

Montessori has adopted and applied to normal children a striking characteristic of Dr. Seguin's method of educating mental defectives. His system, which for over a half a century has been called the Franco-American method, used to include the practice of trying to isolate a part of the brain from co-operative working with the rest of that organ, in the hope of strengthening one part at a time of intense use. Montessori jumps at the conclusion that if a child is blindfolded, the seeing part of his brain is idle, and that his whole mental energy is therefore free to concentrate itself on some other sensa-

tion. But anyone that has ever had a nightmare knows that even with closed eyes the brain is entirely capable of "seeing things at night."

THE VALUE OF ATTENTION

Neurologists the world over agree that sense-exercise cannot possibly produce sense-sharpening—cannot increase the keenness either of the sense-organs or of their cortical centers. Dr. Adolph Meyer says: "The word *sense-training* is a misnomer. It is really *attention and reaction training*."

BALANCED EDUCATION OF THE SENSORY AND THE MOTOR

As to the value to life of exceptionally keen sensations, every teacher has an opportunity to compare children who are born of predominantly sensory type with those who are chiefly motor. The motor child does not always react appropriately to a stimulus, because he is more interested in action than in how to act; the sensory child, to the contrary, is so interested in contemplating the stimulus that he sometimes forgets to act at all. Of course, both these children are of one-sided types; a well-balanced mind concentrates its attention half way between sensation and movement. The task of education is to promote such balance, even in one-sided children, as much as can be done without violating their natural bent. This is a far higher aim than to produce a generation of tea-tasters, piano-tuners, perfumers, dry-goods experts and other sensory specialists. If human beings *could* attain the sight of eagles, the scent of hounds, and the delicate touch of butterflies' antennæ, they would become not supermen, but hypersensitive nervous wrecks.

THE PLACE OF THE TEACHER

A striking expression of the child study spirit in Montessori's work is the *alert silence of the teacher*. Montessori takes Froebel's advice to "follow the child" much more literally than present-day kindergartners do. The latter are aiming to give children a wealth of ideas about their environment, and hence are tempted to over-stimulate. But Montessori's temptation is to under-stimulate. The scientific spirit seeks a happy medium between these two, which I believe can be attained when teachers take the trouble to learn the facts as to which part of the brain is exercised by the kindergarten activities, and which part is chiefly involved in the Montessori activities. You know that when you do a thing consciously and with more or less difficulty, you are using your cerebrum; but when you do a thing habitually or automatically, such as fastening your gloves or taking the separate steps necessary to arrive at a certain place, your cerebrum is practically free to think about other things, because your cerebellum, or "little brain," is controlling the movements. Now Montessori's strong point is that she trains the cerebellum—she deliberately tries to make the child an efficient automaton. This is why so many observers of her work have remarked on the striking resemblance between her methods and those of animal trainers. Her weak points are that she largely neglects the training of the cerebrum, and does not show delicate discrimination as to what forms of

activity are really needed as lifelong automatic habits.

FUNDAMENTAL POWERS DEVELOPED FIRST

The phase of Montessori's method which is most alluring to ambitious parents is her *too early training of writing and reading*. The unanimous testimony of biologists, neurologists, and psychologists is that certain fundamental parts of the brain develop first, and their accessory association areas mature later. Speech is a fundamental power, reading is accessory to it, depending on an adjacent and later matured part of the brain. In the same way, drawing is fundamental and writing is accessory. Surely it is only common sense to exercise the earliest developed powers first, knowing that throughout organic evolution, from the lowest form of life to its human apex, the higher functions are reached by development from the lower. To develop an unripe accessory power prematurely is not only possible but easy, as I myself can testify, having learned to read painlessly at the age of three, without any method. Many of my friends have done the same. It is impossible to prove the exact effect on any individual of such early training, because the *same* child cannot both do it and not do it. But we can draw a most enlightening comparison between two nations, one of which trained the primary mental and physical powers, allowing the secondary to ripen and bloom naturally, while the other nation for more than two thousand years has followed the order of training which Montessori uses.

GREECE AND CHINA COMPARED

The first of these nations is ancient Greece, whose achievements in physical and mental development are still our unattained ideal. Their athletic training developed intelligent coordination of the larger muscles to the highest degree, not of brute strength, but of symmetry and efficiency. Their outdoor schools, in which pupils and master wander together through beautiful groves mutually seeking truth, gave every opportunity for developing each part of the brain and physique at the time of its natural ripeness for development.

The second of these nations is China, where I have spent nine years. The Chinese method is to begin the child's training at a very early age. Writing is taught before reading, and both these forms of abstract word-expression are taught before they can be understood. The writing-books have double tissue-paper leaves, within which the copy is inserted, to be traced again and again until it can be reproduced freehand with the help of the *muscular memory* acquired. Arithmetic is taught *concretely* through hand activity (by means of the abacus), and additional finger-training is given along artistic lines, regardless of muscular immaturity. The *writing* of original poems and subtle philosophical and ethical treatises is the chief goal of education, which is striven for at the *earliest possible age*. This radically individualistic culture is supplemented by training in the ceremonial *forms of courtesy*, rather than by the cultivation of altruistic ideals. *Individual teaching*, and school discipline by individual in-

fluence instead of by social consciousness are equally characteristic of the ancient Chinese and the new Italian system.

Are we not justified in concluding that the chief traits produced by any wholesale application of Montessori's ideas would be those characteristic of the *conservative* type of *cultured* Chinamen before their awakening by the recent introduction of American educational ideals? The reason for this is plain; that such cerebellar training as Montessori and ancient China have given increases the capacity for willing drudgery but not for originality and invention. It develops the habit of plodding, while right training of the cerebrum develops the impulse to progress.

The Chinese method of teaching the three R's is vastly better than that of Montessori in two important particulars. In the first place, words are learned as wholes, not in artificially-analyzed bits. If you use the pink-and-blue letters of Montessori, I would urge you to present them in the Chinese way, at least until the child has a vocabulary of perhaps fifty phonetic words which he has traced as *wholes* in connection with the ideas which they express. For instance, the three letters c a t together can be more easily learned than any one of the three separately, and the child can analyze them intelligently afterwards. To learn the whole artificially-analyzed alphabet without an idea would insult the intelligence of anyone but a parrot.

Secondly, the Chinese method of teaching number ideas through multitude is much more direct than Montessori's way of teaching these ideas through magnitude. The "long stair" has to be translated by the child's mind from its most obvious quality of length into terms of its less apparent quality of multitude before it really conveys number ideas to him at all.

MEN AND WOMEN COMPARED

Montessori *emphasizes sensation more than activity*, and limits activity chiefly to *slow and long-considered movements* like those of our gentle grandmothers. In this way she is in danger of effeminizing education to an extreme degree. Professor Thomas, in "Sex and Society," says that the only difference between the mental efficiency of man and woman is that men have been forced to form habits of reacting freely and swiftly to the emergencies of a *swiftly-moving* environment—animals, enemies, machinery, etc.—while women have reacted to the more fixed environment of garden and house. He concludes that brain power is developed by the individual being forced to make *swift, necessary movements*, and that an environment is educative in proportion to the variety of its *sudden hindrances* to the carrying out of the individual's strongest purposes, thus stimulating his powers of invention and adaptation. If this is true, no part of the educational system, from the kindergarten up, can afford to ignore it.

FREE NON-HABITUAL ACTIVITY

Montessori has done us a great service in reminding us to develop and to appreciate all those simple

and gracious forms of service by which a little child can be helpful in the home and garden; but in addition to this we must also virilize education by adapting to it the ideal of the modern playground movement; not play for its own sake, but frequent periods of strenuous non-habitual activity, for self-development, for alertness, for swiftness and wholeness of mind-action. This would necessitate the fullest use of all the senses, for the sake of prompt co-operative action.

MAKING ADULTS FIT TO LIVE WITH CHILDREN

The chief business of society is to evolve adults fit for children to live with. In proportion as we understand and direct sanely the workings of our own minds, will we now be fit to do the same for the "long, long thoughts" of childhood and youth. No teacher is equipped for teaching until she has *somehow* gained a clear and intimate knowledge of what was going on inside of her own skull at the chief stages of her development. We must saturate ourselves in the restlessness, the wistfulness, the likeableness of human nature, in order to rest and satisfy and transfigure "the least of these."

And what is the new era toward which we are tending? An era of scientific teaching—that is, of open-minded teaching. Come, let us cease to be content with any method, no matter how good; and cease to waste time in fighting any method, no matter how imperfect. Let us struggle ever for deeper acquaintance and more wholesome physical as well as mental comradeship with our own children, and strive ever for more efficient co-operation with all teachers.

This is the scientific spirit in education.

Editor's comment: The unusual skill with which the foregoing article reviews and assembles many of the best features of the latest philosophy of educational progress may perhaps conceal from casual readers the starting point for the advance. It is admirably stated, as training the senses through direct attention in isolation of interest in the one matter under observation. The mind must be concentrated. The usual teacher-habit of allowing and perhaps even requiring the pupil to use sight and hearing at the same time results in dissipation of attention and in confusion of consciousness. Tests show conclusively that to learn a matter by the ear employs about ten per cent more time than by the eye alone, while one who tries to learn both by eye and by ear at the same time consumes a period of time forty per cent longer than by the ear alone and even longer than by the eye alone. Now come the motographic film for the eye in silence and the phonographic record for the ear, preferably in darkness, or at least with the eyes shut.

To the growing use of the phonograph in the school, a use to which the educational world owes much to the leadership of Mrs. Clark, of the Victor Company, the School Journal will soon devote an article upon the general lines of the article presented this month with the title "From the Blackboard to the Film."

IS THE CLASS WELL GRADED?

Every teacher, principal and school superintendent should know how to tell within a few minutes by drawing the graph or plotting the curve whether or not a class or a school is well-graded. There is no mystery about the matter. The process is simplicity itself.

Ask all the children of one sex of the lowest age in the room to stand. Suppose that the class is grade VI as in the accompanying figure. One boy is but nine years old. The statistics then prove to be these, viz.:

Boys		Girls
1	9 years old	0
4	10 years old	2
3	11 years old	5
3	12 years old	10
17	13 years old	3
5	14 years old	2
1	15 years old	1
0	16 years old	4
0	17 years old	0
0	18 years old	1
34		28 Total—62

Draw upon the blackboard some horizontal lines to represent the numbers of pupils and some vertical cross lines to represent their ages. Indicate the points where the numbers fall as indicated in the figure.

We get the results indicated by the heavy lines of the two curves that show the facts.

What does the curve of the boys show?

First, it is highly questionable whether any boy but nine years old belongs in any properly constituted sixth grade. If he does, he is a genius. Probably he does not belong in this grade, but is so bright that he is being overpushed.

Second, it is highly questionable whether so many as four boys but ten years old belong in a sixth grade. Possibly one belongs here.

Third, but the numbers of boys eleven and twelve years old are unduly low. Grade VI in eight-grade schools belongs to boys twelve and thirteen years old. It should be designed for them.

Fourth, perhaps there are too many thirteen-year-old boys. This is a possibility at least. Some of the thirteen-year-old boys probably belong in grade seven.

Fourth, the figures for the fourteen- and fifteen-year-old boys are about correct, perhaps a little low. From sheer pride in good workers let us not rob them of a year of life, and overdrill them into mediocrities.

The line of dashes shows a curve that is usually correct.

Down in the lower grades are some eleven- and twelve-year-old boys who probably should be promoted. Somewhere some one has probably shown poor judgment respecting these pupils.

What does the curve of the girls show?

First, the proportion of ten-, eleven- and twelve-year-old girls is probably correct.

Second, there are too few thirteen-year-old girls in the room. Some over-enthusiastic teacher probably has promoted some girls too fast.

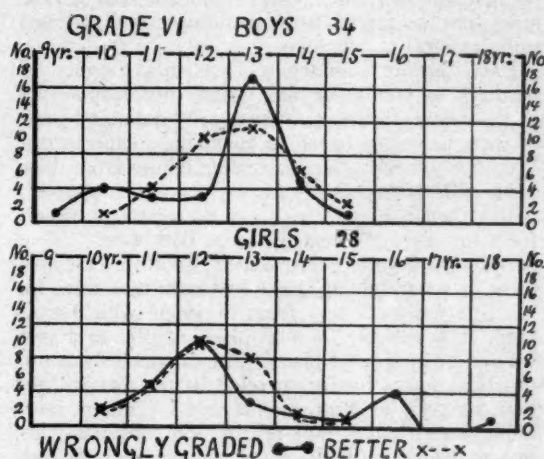
Third, the numbers of girls fourteen and fifteen years old are about correct.

Fourteen, there is something distinctly wrong when there are four sixteen-year-old girls and one eighteen years old in a sixth grade. The last of these is probably a mental defective. These girls either belong in higher grades or else in special schools.

The whole situation here shows the following facts, viz.:

First, there are too many pupils in this room. The total is sixty-two. It should not exceed forty-two. But if it is impossible to reduce the number, nevertheless it is possible to reduce the age range by demotions and promotions, and thereby to lighten the anxiety of the teacher.

Second, it seems unlikely that there should be thirty-four boys in the room and only twenty-eight girls. The curves show that the boys are worse graded than the girls. It seems altogether likely



that at least six or eight of these boys should be changed at once to other rooms.

Third, the curves show that in this school building grades five and seven and perhaps even grades four and eight are incorrectly graded.

In general, it is safe to lay down two propositions regarding any grade, viz.:

First, with neither sex should the age-range exceed six years, while a four-year range is far better.

Second, nearly all of the boys should be of but two ages, e. g., in grade six twelve and thirteen years old. Similarly, most of the girls should be of but two ages; these, however, may be a half year less than the boys at this point in the elementary school.

The foregoing principles apply in every grade in a school system, high school included.

The trustees of the state normal school at West Chester, Penn., have requested the resignation of Principal George M. Philips, failing to get which they propose to remove Doctor Philips. The case will go to the courts and involve some of the points which came up in the celebrated contest, many years ago, at the Cortland, New York, normal school.

EN ROUTE

WHERE TO GO—HOW TO GO—AND WHAT'S TO PAY
CONDUCTED BY MONTANYE PERRY

Still Looking for Letters

It has become a habit now to watch the mails, expecting letters for the En Route Department. The best of it is, we really get some letters now and then. Not as many as we want, of course, but enough to make us feel that some of our readers are interested.

It was a pleasure to learn that the little article on Island Pond Farm, which we printed in the June issue, sent some of our readers to spend a vacation in that place. Judging from the letter we received, written "on the spot," they were not disappointed; in fact, their enthusiasm for that lovely, quiet spot, so far from the madding crowd, seemed to be as great as our own.

Early in the summer we helped a number of teachers to plan their first visits to Europe. All of these correspondents were appreciative, and some of them promised to tell us about their experiences. We hope to print some interesting letters from them in the near future.

But they used to say, up in the country, "Some folks the more they get the more they want." That description fits the editor of the En Route Department as accurately as if she had been measured for it. She wishes letters from everyone who discovered, this summer, a new place to go, or a new way to go to an old place. She particularly wants practical points for the traveler, letters that will tell how to get the most out of one's time or one's money, and letters that tell of odd, unusual trips, out of the beaten path of the conventional traveler.

A Letter from Italy

Many of you will remember the interesting travel sketches that Dorothy Donnell sent to this department last year. We know that you liked them, because some of you were kind enough to write to us and say so. This young lady is a traveler whose eye always catches the unusual—her letters are not a chronicle of details that could be found in a guidebook, they are vivid, colorful descriptions that make you reach for your guidebook in eager desire to find out just how to get to that place. So we welcomed the letter which we are printing this month—a letter which shows us the poverty of Naples from an entirely new view-point. We are accustomed to travelers who shrug their shoulders and elevate their noses when poverty-stricken Italy is mentioned, but here comes one who saw only beauty in it. However, it is but fair to state that we notice that this young lady has added another name to her signature since her letters of last winter. The cynical ones may assume that Dorothy Donnell Calhoun was seeing the world through rose-colored glasses when she found "beautiful poverty," but even the cynics will enjoy her letter.

WHERE POVERTY IS BEAUTIFUL

DOROTHY DONNELL CALHOUN

Beautiful poverty! It sounds like one of Mercurio's list of impossibilities—"feather of lead—sick health—cold fire"—we hear the word poverty and picture at once unwashed misery, squalor, and the dim ugliness of decaying tenements, never beauty of any sort. Yet there is one place in the world where the two extremes meet, and that is in Italy.

Returning tourists speak in enthusiastic superlatives of the scenery of Italy—the gloom of the cypress trees against a stainless blue sky, the fabled Sabine hills, the moonlight dreaming on the ruins of "far times and battles fought long ago." But I am writing from Italy with a new enthusiasm; I have discovered a country where poverty is beautiful! And of all Italy, Naples, being the most poverty-fretted, is the most beautiful and fascinating to me.

It was a new sensation, that first glimpse of the city of Vesuvius, with its irregular piles of stucco and plaster jutting out into sagging balconies, crawling up into little square towers, its narrow, cobbled streets that dodge into blind alleys, climb unexpected stairs and dive down into villainous dark courts. And the color everywhere! Crude, raw color fluttering in ragged rugs from the balconies, flashing in women's shawls, in exuberant flower growths, in striped awnings, in heaps of bananas and pomegranates. And the people! Neapolitans are fishermen, hucksters, keepers of tiny shops. Their fare is often of the coarsest, spaghetti, onions and black bread; their clothes are ragged and old, but they wear their rags with royal grace like a prince of the blood in masquerade.

To be sure, the burnt-orange tenements of stucco are probably the shells of disease and want. The arched doorway to the mysterious court may be the entrance to a gambling hole. The darkened flower vendor with the bold, beautiful eyes and the gay handkerchief about his neck has possibly a stiletto in his shoe and murder in his heart. But the tenement has arched windows, and romance in its balconies, and a frenzy of passion vines tangle over its walls, and the peddler has the grace of a courtier. As *objets d'art*, both are beautiful.

The faces of the peasant class—the poverty-marked submerged—are of the sort that make artists involuntarily feel for a pencil. The girls bear the warning stamp of quick decay that lends to their ripe, full beauty a sense of pathos and appeal. But never were there such old women as in Italy. Personally shrews and fishwives, but as human material for sketching in charcoal, crayon or chalk, they are irresistible. Out of a seamed, time-scarred face look the soft, wistful eyes of a girl. Their clothes seem to have grown old along with them.

for their dim blues and faint reds have that indefiniteness which only time can impart. Labor-knotted and gnarled, like an old tree stump, their racial coquetry still lingers in their vivid glass ear drops and the dragged scarf over their white hair.

Poverty in Naples is sparing of apparel. The children roll about in the hot glare, clad for the most part in wide smiles and cherubic innocence. Perhaps there is nothing in Naples more beautiful than the children, wee Cinderellas of the streets, tiny princes of the gutter, untidy of hair, profane of speech, with the eyes of a shy seraph. The national love of color is born in them. They may be shoeless, but they all wear ear-rings of garnet or orange glass, even the newest babies. A small, soiled boy ran by me with a scarlet poinsettia stuck triumphantly in the ragged wreck of a cap. Wandering bands of child musicians fill the evening with wavering music from unsure little fingers, their round brown arms gleaming warmly through the rents of tattered red sleeves; the youngest staggers, half hidden under a monster old fiddle sagging from fat baby hands.

Naples is a city of flowers. At the foot of the lava-encrusted boulder of Vesuvius she blossoms like an oasis in the gray waste of Death-in-Life. Flowers are one of the gentle things not denied to poverty—though poverty seldom craves them. But here the streets are an exaggeration of bloom, splotted with smears of color like a gaudy chromo. The Italian may lack food and clothing, but he must have his flowers. Every tenement window is red with geraniums, or orange-gold with nasturtium vines. In the dusky recesses of squalid stairways one catches the flare of cabbage roses or peonies, wilting over the sides of their cans, but dying brightly. The awnings over the odorous wineshops are green or yellow, though fringed with rags, and the proprietor wears a carnation above a ragged apron streaked with his stale stock in trade.

It is the beauty of crude, human living, of bright, sharp colors, of old, dim, faded shades, the beauty of the picturesque. When night comes down one sees in the corners of the square the glow of charcoal braziers or the flare of bonfires in the open restaurants, where a plate of smoking spaghetti or a dish of stew may be bought for a few centesime. The leaping light etches dim figures against the darkness—the flash of slim hands, a face all bright eyes and gleaming teeth, the scarlet fringe of a shawl—it is as primitive as a Durer print, and as beautiful!

A lame beggar with a dragged crimson sash about his waist crouches in the church beneath a brass crucifix; on the street corner a hurdy-gurdy girl with a tinsel cap is shaking her tambourine above her head. They seem happy, these poor of Naples, even the beggars, with the insouciant gaiety of children. Elemental desires sway them—hunger, thirst, hatred, joy. Raw humanity, unpolished, unveneered, is here, stamped in its myriad changing moods on the most sensitive faces in the world.

Millet saw the beauty in poverty; through his simple peasants he preached the brotherhood of the earth. His pain-stricken reapers and gleaners

are symbols of the dignity of labor, of the pain of the world and the peace of rest after struggle. Human nature is as wonderful and as full of beauty as the misty willows and visionary pools of a Corot. There is no beauty in soulless fields and fallows like that of character-stamped old faces, of young, full lips and eyes of dream!

The Charm of Travel

A witty French abbé was once asked why he kept up a country-seat which he never visited. "Do you not know," he answered, "that I must have some place where, though I never go to it, I can always imagine that I might be happier than where I am?" The world is like the abbé. We are always "going to our country-seats." It is the land we have not visited that is to give to us our greatest happiness. If we have not yet found it in America it is awaiting us in Europe; if not in Europe surely in Japan. As the Germans say, "Da wo ich nicht bin, da ist das Glück." Hence travel is attractive, if only as a means of acquiring that happiness which here seems so elusive. All of us hope some day to visit Europe and the Orient, and for that reason everything pertaining to their beauty, art, and history seems alluring. But when these have been seen the wished-for goal of the untraveled world again recedes, and the desire is just as strong to visit other and more distant lands.

This love of travel is not caused by ordinary restlessness. It springs originally from the universal craving of the soul for something different from its usual environment.

It also comes from a legitimate longing for that broader education which only personal study of other races, civilization and religions can bestow. And, finally, it arises from a yearning for the joy and benefit of realizing history by visiting the ancient shrines of art, the homes or sepulchres of heroes, and the arenas of public deeds. When such desires are once awakened, to travel is to live, to remain continually in one place is to stagnate.—*John L. Stoddard.*

MY DIARY

(Continued from page 367)

erences, and some wrote none. To them, trouble was evidence of incompetence. The salary would stop June 3, 189—. Then what? We had no money that we could use.

June 30 came, and Edward was succeeded in office by one of his own principals. We had only six hundred dollars in cash, three children, mother and sister on our hands and no salary. My baby was over a year old. The two boys were nine and five years old.

What could we do?

I loved Edward Lambert and his children, all of them, but I couldn't help wondering whether I had done best ever to leave the family roof. And now with mother married again, I had no family roof!

But it was all fate; and so far as our home was concerned, we were all happy together with one another.

(To be continued)

CURRENT EDUCATIONAL LITERATURE

A SCHOOLMAN'S GUIDE TO ARTICLES WORTH WHILE

THE SEPTEMBER MAGAZINES

Give the Faculty a Chance

The Next College President in the Popular Science Monthly is a call for more power for the faculty—legislative power it is termed. A “near-professor” is the writer and he would have more faculty meetings. Alas, the memories of their dreary, unending doddering! The trouble is, near-professor, but one principal or president out of a hundred knows how to bring results out of a faculty meeting; and that one doesn't need to hold them. The article is good reading, however, and the case of the suppressed professors is well put.

What wonder if members of college faculties, on their part, sometimes feel that they are employees, hired by the year, with a time-card, and with a “boss” to enforce discipline; that they are clerks in a department store with the floorwalker ever present to keep them at their tasks; that they are horses in stalls conveyed by railway train to some distant point unknown to them; that they are tagged and pigeonholed in the desk of the president; that they are parts of a machine, irresponsible for the results of its work.

In the same magazine College Entrance Requirements reviews late conditions and two other articles, The Alcohol Motive and Canal Zone Sanitation, not technically pedagogical, are decidedly educational.

Thinks There's Still Use for Men

An appreciation of President M. Carey Thomas, of Bryn Mawr, appears in the World's Work under the title A Master-Mistress of Education. How strong was her natural bent towards the intellectual life appears from the story that as a little girl she prayed God to remove her from an unjust world if it were really true, as she had heard, that girls were so constituted as to be unable to master Greek and go to college and understand things.

She weeds to get her professors; and that nothing matters but excellence is shown in this: there are more men than women in her faculty. Now she is a feminist, has always been absorbed in the woman question, is one of the foremost suffragists in our country to-day, and if she were the partisan that many a suffragist is she would choose women because they are women. Instead of that she wishes only to have the best professors. She would be glad if they happened to be of her own sex; but as they often happen to be of the other, she does not try to deceive herself.

City Hall Systems

Professor Moore, of Yale, writes of Indispensable Requirements in City School Administration in the Educational Review and presents a strong plea for state authority versus municipal control.

No single city school system which has come under the domination of a city hall has been able to live peaceably in such a relation. Some of them have developed a *modus vivendi* and still endure to be so bound, but wherever aggressive leaders have been found to restore the schools to their own, the relation of dependence upon the city hall has ceased to exist. . . .

The school system which must go to the city hall for its appropriations of money to run the schools will inevitably find its schools conducted by the city hall, even though the laws expressly state that the control and administration of all school affairs is vested in a board of education.

Why Chapel?

In the same magazine appears a report from sixty representative American colleges on The Problem of College Chapel with this conclusion:

No analysis of the above returns can reveal any other conclusion than that the majority of students go to chapel only because they are forced to do so. They do not go because they like it. Wherein, then, lies the virtue of college chapel as it is ordinarily maintained?

A Good Reason for Success

According to Scribner's self-government has proved a success in at least one secondary school—a girls' boarding school at that. The Progressive Ideal in School Management tells the story of this success, due as one would expect to the presence of a strong personality at the head of the school.

In an English Magazine

Should a reader of The School Journal get hold of the September Nineteenth Century he will find a keen bit of reasoning in Yoshio Markino's Memory and Imagination. The unidiomatic English is an added attraction.

Perhaps it may interest the reader if I tell you a story I heard from my old school-teacher, Mr. Inuma. He was parted from his aunts for some twenty years. One night he dreamed his aunt was coming to say farewell to him. When he saw her last, she was quite a young and beautiful woman. But in his dream she was very old. Her hairs were much less and gray. Her wrinkled face was almost unrecognizable. A few days later he received the news of her death. He traveled hundreds of miles to join her funeral. Strange to say he found out his dead aunt was exactly like his dream.

Here I give you my key to solve this strange question. As he knew his aunt was seriously ill, it was quite natural that he should dream she bid farewell to him. Then about her much-changed face, of course his imagination, which acted unconsciously in his dream, coincided with the real portraiture. He had the knowledge of her old age, and also the memory of her young face. These two together acted in the right way as in the case I told of the geometrical problem in my dream.

Incidentally there is no comfort to the spelling reformers in the article.

Universal Languages, also in the Nineteenth Century, is an excellent history and critique. A sentence in ten of the leading artificial languages is given.

The plan of making Monday, instead of Saturday, the weekly school holiday has been tried out in many private institutions. Usually these schools are forced to return to the usual order. Fairmount College, Kansas, has just done so.

BOOK ANALYSES

CANDID COMMENT UPON THE PRODUCTS OF THE EDUCATIONAL PRESS

The September Quality

The Fall issues of books from literary and educational publishers are now arriving upon the desks of the reviewers, upon the shelves of the booksellers, and at the offices of the school superintendents. While there are many attractive books, many well worth publishing, it does not appear that our publishers quite size the field and measure their opportunities. The raising of the level of American culture, enlightenment and morality is not yet commercially appreciated. The authors and publishers are not leading but following—which is neither a characteristic nor a desirable condition. In this situation, it may be permissible to suggest two standards of criticism of manuscripts and formats.

A new book is worth publishing:

1. When it is a positive contribution, original, different, substantial and abreast of progressive education.

2. When it is a better treatment of an old theme, better in style or in content, or both.

And it may be permissible to offer a suggestion. Before publication, a book should be thoroughly canvassed by several readers, at least one of whom should be an authority upon the subject, another a competent judge of style, and a third yet more important who should be likely to take a critical and even an unfriendly position. Only upon this basis can readers be assured that the book is able to stand up in the competition and that it is as good a book as within human limitations can be produced. We look for the day when the imposition of books without merit upon defenceless youth shall cease.

Histories

History of England. Allen C. Thomas. 649 pages. Fully illustrated. Cloth. 1913. D. C. Heath & Co., Boston.

This is another fine textbook by a well recognized historical author. There is full and adequate treatment of the economic and social phases which are properly correlated with the political. The handling of international relations is especially good. The book is well adapted to the high school pupils for whom it is designed. While the discussion of the war of independence is on the whole satisfactory, it is unfortunate that the detail of the terrible year of famine of 1782 in its influence upon the British to let America go is not cited. And a still more severe arraignment of Napoleon would have been amply justified in the light of modern knowledge of inside affairs. But the candor of the work is so admirable that impartiality to the point of mercy and even beyond is not to be censured. On the whole, therefore, this is a work, though within the students' comprehension, by no means without interest to adult readers and students of English history.

A Short History of the United States. John Spencer Bassett, Ph.D. 885 pages. 1913. Cloth. Many maps, bibliographies, index. \$2.50 net. The Macmillan Company, New York.

The appraisal of this vast book represents it as a monument of untiring scholarship. It is a readable compendium of historical information supported by a magnificent array of bibliographical references, whose substance and spirit, however, have not been in every feature adequately comprehended. This is due in part to the fact that the treatment is historical and never biographical. The interpretation of the characters and conduct of the leading actors in the mighty drama is somewhat deficient. We are concerned as readers solely with the events. And yet the book makes a gain in consequence that must not be overlooked. Because it is not profound, it has a valuable atmosphere of impartiality. This appears admirably in the lengthy and decidedly satisfactory treatment of the Tilden-Hayes contest as well as in the similarly judicious treatment of John Brown's raid into Virginia.

Considered as a whole the error is in the partial failure to see in our history the movement of the economic forces. This appears conspicuously in the discussion of the making of the federal constitution in 1787 where, as is conventional but by no means all the truth, the struggle is presented as only between the large states and the small ones. The mistakes of detail are not many, yet half a dozen times the name of William Paterson, of New Jersey, is misspelled "Patterson." Certainly no one who knows the life of Andrew Jackson could agree that his marriage was a wholly creditable affair.

Recent history is discussed with ability; but no large knowledge of the inner forces of the McKinley, Roosevelt, Taft and Wilson administrations is in evidence, which is not to be wondered at.

No single volume yet written is so perfectly adapted as this to the college classroom and to the high school reference library.

An Economic Interpretation of the Constitution of the United States. Charles A. Beard. Cloth. 330 pages. Index. \$2.50. The Macmillan Company, New York.

The fathers of the constitution made it in order to protect themselves in their property holdings and in their business ventures. They were distinctly class-conscious. All history proceeds mainly because of economic forces. For the proof, read this lucid, logical, authoritative book than which no better in the field of American history has ever been written. It is the product of research, of a sound philosophy, and of ample consideration with the view of book publication. It should find a place in every high school and college library and a reading by every teacher of history and by every voter who has the ability to understand its significant facts and trenchant reasoning.

Stories of Old Greece and Rome. Emilie Kip Baker. Illustrated. Cloth, 382 pages. Index. 1913. \$1.50. The Macmillan Company, New York.

Why rewrite these stories? To put them into still better form and style; and to make them even more interesting by getting closer to their meaning. The author has accomplished both purposes in this most delightful and revealing book.

The African Abroad. By William H. Ferris, M.A. Two vols. 1913. Total 982 pages. \$2.00 net each. Tuttle, Morehouse & Taylor Co., New Haven, Conn.

There come occasionally from the press books of weight and moment, works of research or of investigation or of wide reading and of clear thought, treatises from which the world of culture never recovers. Such is *The African Abroad*, distinctly radical in its treatment, distinctly revolutionary in its result, and altogether true as a whole in content and in expression. The Afro-American must put on the spiritual clothing of the Anglo-American, must live his institutional life, must think and feel accordingly. From Africa came every Afro-European race. The Ethiopians and the negroes are descendants of the same stock as the Latins and the Teutons, a proposition historically beyond censure and cavil. As one reads these great pages of a faithful investigator and witness one must regret that the author in common decency could not include among colored Americans thousands of such as have "crossed the line and come white." Yet enough persons remain to prove indisputably that the black negro and the colored man are essentially human, needing only education and opportunity to live upon

the same level as white men. This is not to say one word in favor of social equality in marriage. In truth the whole weight of this monumental work rests upon the side of the scale whereon are written these words: "The colored man, as such remaining true to whatever amalgamation he now represents, can become equal sharer with the white man in American liberty." Such a book tends to develop in Afro-Americans that self-respect which is essential to human worth. The author reveals a charming style and an interesting personality. This admirable work of race historical philosophy is of epochal importance and belongs in every library of scholarship anywhere in the world.

Travel

Old Countries Discovered Anew. By Ernest Talbert. Illustrated, with colored frontispiece. Boxed, \$1.50 net. Special Tourist's Edition, bound in leather, \$1.75. Dana Estes & Co., Boston, Mass.

This is one of the most interesting books of travel that has come to the attention of the reviewer this year. The author describes the country as seen from an automobile, and gives most interesting accounts of Holland, Germany and France, three of the most interesting countries of Europe. One gets a new idea of the countries visited by the author for he goes out of the beaten railroad path.

Supplementary Readers

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The Barnard Language Reader. By Marion D. Payne, instructor in the Barnard Schools, New York City. Cloth, 12mo, 142 pages, illustrated. Price, 30 cents. American Book Company, New York.

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This furnishes supplementary reading for 1B and 2A grades. There are nursery tales and fables simply told, and Stevenson's and other verses. The lessons are arranged to follow the seasons. The style of the stories is conversational largely, so that they may be easily dramatized; the fables are to be reproduced and discussed for their moral value; the poems are to be memorized.

Our Little Bulgarian Cousin. By Clara Vostrovsky Winlow. Illustrated by Ivan Doseff. 115 pages. Price, 60 cents. The Little Cousin Series. L. C. Page & Co., Boston.

A timely supplementary reader in geography. It takes us with a Bulgarian peasant boy, from the rose-picking in southern Bulgaria to Sofia whither he went with his cousin, a patriot and philanthropist. His home life, his friends—their beliefs, their joys, their trials, their sympathy with the oppressed in Macedonia, are all described. The story stops before the outbreak of war, but an editor's note gives us a brief account of the late war.

Barbara's Philippine Journey. By Frances Williston Burks, with an Introduction by Frank M. McMurtry. Illustrated. 199 pages. World Book Company, Yonkers-on-Hudson.

A book for American children, who should certainly know something of our islands and their people. The clothes that were packed for the journey, the sights Barbara saw *en route* and in the Philippines, the friends she made, the things she learned, the stories she heard, and even the jokes she laughed at,—make lively reading matter for American children.

Our Little Roman Cousin of Long Ago. By Julia Darrow Cowles. Illustrated by John Goss. 118 pages. 60 cents. The Little Cousins of Long Ago Series. L. C. Page & Co., Boston.

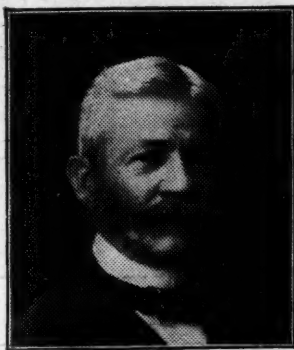
It will be seen that we are not to lose sight of the past in trying to keep up with the present. Marcus, the Roman boy, lived in the late days of the republic at the time of Catiline's conspiracy and of Pompey's triumph. His sturdy family life, the festivals he took part in, the races and processions he saw, the stories he told his brother and sisters, are the subject matter of the book.

With Azir Girges in Egypt. By Walter Scott Perry, M.A., Director School of Fine Arts, Pratt Institute, author of *Egypt, the Land of the Temple Builders*. 166 pages, 106 illustrations. Price 40 cents. Atkinson, Mentzer & Co., Boston.

A supplementary reader to be used in connection with geography and general history, indorsed by many educators. Azir Girges, the donkey boy, furnishes the human interest. The book ends with a letter from him in quaint English most curiously punctuated. The book teaches about present day Egypt and the Egypt of the past.

Mother West Wind's Animal Friends. By Thornton W. Burgess. Illustrated by George Kerr. School edition. 159 pages. Price, 45 cents. Little, Brown & Co., Boston.

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ful. New characters are introduced—Prickly Porky, for instance, who isn't afraid of Reddy Fox or of the neighbor's dog.

Phyllis' Field Friends: Stories of Big Animals. By Lenore E. Mulets, author of Bird Stories, etc. Illustrated by Charles Livingston Bull, Frank Vining Smith and John Goss. 298 pages. Price, \$1.25. In the "Phyllis Series." L. C. Page & Co., Boston.

Stories of wolf, bear, lion, elephant, camel, beaver, bison and deer, some adapted from the Ethnological Bureau reports, some from Grimm's Fairy Tales, interspersed with outlines for the study of the various animal families. The tales are told to Phyllis as they are suggested by events during her trip to the Rocky Mountains.

English

A First Book of Composition for High Schools. By Thomas H. Briggs, instructor in English in Teachers' College, Columbia University, and Isabel McKenny, teacher of English in the Eastern Illinois State Normal School. 300 pages. Price, 90 cents. Ginn & Co., Boston.

This is a practical hand book with the emphasis on the good qualities of all writing rather than on the several forms of prose. There is work laid out for the student at every step, and the effort is to stimulate thought and judgment. In matters of form, such as punctuation, in the distinction between words, in the indication of common errors, in the suggestions as to the use of guiding words—words that show the march of one's thought—the book is

very definite. An appendix gives symbols for use in criticising themes, another gives synonyms, another the principal parts of verbs, another a list of words often misspelled.

Live Language Lessons. Two-book series. 360 and 252 pages. 1913. Cloth bound. Howard R. Driggs, University of Utah. 50 cents and 45 cents. University Publishing Co., Chicago, and Lincoln.

Here are two more language books, printed attractively and written in the modern spirit. The plan is new and as such well worth careful consideration by all school authorities. The originality consists in the complete subordination of form to content. The treatment deals with facts from beginning to end. The very titles in the table of contents reveal the spirit of the books; among these titles are "Fun in the Country," "Autumn Gifts," "Home Helpers." It is altogether likely that boys and girls would enjoy such books as these. There is but little grammar, though more rhetoric. There is no more either of grammar or of rhetoric than elementary school children can easily acquire by this method. The books contain much eminently practical teaching, as, for example, news writing, school newspaper editing, accounts of home-experiences. No schools should adopt new books in English without giving this series a thorough examination. We have been looking long for this innovation. The literary selections are of high standard and essentially interesting.

(Additional Book Analyses on page 384)



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NEW YORK



THE FOURTH INTERNATIONAL CONGRESS OF SCHOOL HYGIENE

An Appraisal

Appraisal of the meeting at Buffalo the last week in August is not difficult, but a summary is almost or quite impossible. It was a revelation of the thought and aspiration of the modern world, a prayer for human betterment by applied science, a systematic endeavor to tell everyone what the wisest know and the best desire.

Half a dozen times every year, under one title or another, the international humanitarians meet to confer with one another and to set their light upon candlesticks to lighten the world. Sometimes they call it "international peace"; sometimes "international opportunistic Socialism"; sometimes "international free trade"; sometimes "international language"; sometimes "international hygiene"; but always they discuss essentially the same problem.

Why the necessity? Because the gulf set between the enlightened and the ignorant grows ever greater. The poor, the ignorant, the vile, the vicious, we have always with us. They cannot get worse, for to be worse is to die. The worst do die. They are indeed already dead and buried, for without irreducible minimums of intelligence and of virtue no human being can continue to live.

The school prepares for life, the life of morality, and the life of the body, as well as for the life of skill, of enjoyment, of service and for livelihood. The school hygiene congress discussed the preparation through the school for life, for morality, for physical health.

Many distinguished and highly useful men and women took part in the proceedings, which included general sessions and numerous special sessions of departments. The president was Charles William Eliot, president emeritus of Harvard, who has just returned from his tour of the world. W. E. C.

An Impressionistic View

Buffalo has been much on the map of late. To prepare for war and celebrate one hundred years of peace in a fortnight at least approaches the speed limit. It seems paradoxical, too, does it not? For an armed host to assemble, equip and depart to do battle; and then follow the event with a peace demonstration; but that is what has happened in Buffalo.

The Perry centennial is another matter. "I sing of arms," but bloodless arms; of battles, but those which aim to save life, rather than to kill. War is the theme, but not a war against principalities and powers; rather one against ignorance, prejudice and superstition, where the victory is not to the strong, who lust for power; but to the weak and innocent, the little ones, in their contest against stagnation, disease and death. It is such a war that has been declared by the Fourth International Congress on School Hygiene.

The generals are scientists of highest standing, chosen from a world-wide field. The officers are

(Continued on page vii)

T. C. U.

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An Advanced English Grammar. By George Lyman Kittredge, professor of English in Harvard University, and Frank E. Farley, professor of English in Simmons College. 12mo, cloth, 133 pages. Price, 80 cents. Ginn & Co., Boston.

A good grammar with clear, unpretentious explanations of difficult points and with carefully thought out schemes showing parallel structures. It makes clear distinction between the colloquial and the literary language. Yet it adheres to the notion of person and gender in nouns; its treatment of what is sometimes called the "gerund" is inadequate; and its use of the term "infinite clause" is open to objection.

Mathematics

Correlated Mathematics for Secondary Schools: Part I—Algebra—First Course. By Edith Long, M.A., and W. C. Brenke, Ph.D. 283 pages. \$1.10 net. The Century Company, New York.

Algebra and geometry are knit together in this book by the constant use of constructive geometry in connection with the algebraic work. Many geometric theorems are brought out by measurements of drawings, made to illustrate processes of algebra and to furnish data for exercises and problems. Everywhere the student is asked to represent his ideas by geometric illustrations.

Teachers will find many hints in this book, though the arrangement of the course of study may not permit of its use in the classroom.

First Course in Algebra. By W. B. Fite, Ph.D., Professor of Mathematics in Columbia University. 292 pages. 90 cents. D. C. Heath & Co., Boston.

A characteristic of this book is the informal presentation of the subject. For instance, instead of axioms the definitions of the fundamental operations are quoted to justify operations with equations. Everything is subordinated to the equation and the solution of problems. There are many new problems, together with some old ones in new forms. The treatment of negative numbers is excellent.

Pedagogy

Training the Boy. By William A. McKeever. Illustrated. Cloth, 367 pages. \$1.50 net. 1913. The Macmillan Company, New York.

An invaluable book of suggestions for parents and for teachers by a man who is both a parent and a teacher and who loves and understands children. And with all the suggestions, there is a true philosophy of life for parents and teachers in city and in country alike.

Health and the School. By Frances Williston Burks and Jesse D. Burks. 393 pages. Cloth, illustrated. \$1.50 net. D. Appleton & Co., New York.

This is a new kind of book on general sanitation by a wife and her husband. The title is too small for a book of so big a nature. The arrangement of the material is unique. There are six persons who talk things over,—a school superintendent, a business man on a school board, another business man, his wife, a woman social worker, and a scientific physician. All the material is dramatized and in a sense actualized in concrete situations. Among the conferences are those upon education and health, sanitary inspection, the day of the school child, medical service, health instruction, scientific management of health, home conditions, health habits, the family doctor, the cost of disease, and state control of health conditions. There is a vast bibliography. The book is completely indexed. The style is lucid and interesting. As for the importance of the subject, this cannot be estimated. Under modern conditions of congested city populations and of awakening rural dwellers, health has become a theme upon the minds of all citizens. The authors of this book have grasped the meaning of these modern conditions and have adequately compassed the situation. Very little that is now going forward in school and home hygiene has failed to be considered in these pages. The book deserves and will secure large circulation and close reading. It is admirably adapted for use by teachers' reading circles. So used, it will do an immense amount of good.

Miscellaneous

What You Should Tell Your Boy. By Edmund Thomas, with an introductory note by Dr. A. E. Winship. 135 pages. Price, 50 cents. The Platt and Peck Company, New York.

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Household Science and Arts for Elementary Schools. By Josephine Morris, Supervisor of Household Science and Arts in the Boston Public Schools. Illustrated in color. 256 pages. Price, 60 cents. American Book Company, New York.

This is the best manual for teachers yet published upon a subject whose importance is now being realized everywhere. Every housewife also in America should possess it. Miss Morris has succeeded in putting a super-cookbook, as it were, and a complete household guide, in sickness and in health, all between two covers.

The Psychology of Learning: An Experimental Investigation of the Economy and Technique of Memory. By E. Meumann; trans. by John W. Baird. 391 pages. D. Appleton and Company, New York.

Germany and the United States together have created the sciences of psychology and of pedagogy, though perhaps pedagogy at best is only an applied science, finding its basis in psychology, in physiology and in sociology. This long-famous and highly important text deserves close reading by educators.

The Bodley Head Natural History. By E. D. Cuming. Colored Illustrations by J. A. Shepherd. Vol. 1. Birds. Price, 75 cents net; postage, 10 cents. John Lane Company, New York.

This beautiful book of thrushes and wrens, robins, redstarts and marsh tits, starlings and nightingales, is science glorified by art, both pictorial and literary. The series consists of six small volumes already published; and more to be welcomed soon.

Business Speller. By Edward H. Eldridge, Ph.D. Words all indexed. 205 pages. Price, 25 cents. American Book Company, New York.

This text contains some two hundred lessons. No equally complete speller for the purposes of commercial life has been published hitherto. The treatment is both scientific and pedagogical. A spelling book that is good for dictionary use and just as good for lesson use is a novelty that is certain to commend itself to many teachers.

Globes and Maps in Elementary Schools: A Teachers' Manual. By Leon O. Wiswell. Illustrated. 64 pages. Rand, McNally and Company, Chicago.

This hand-book is an excellent interpretation for teachers of the difficult themes of school geography.

Ideals and Democracy: An Essay in Modernism. By Arthur H. Chamberlain. 173 pages. Rand, McNally and Company, Chicago.

This little work contains interesting observations upon life by a progressive Californian.

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Victor Records, October, 1913

The talking machine, like the moving pictures, has entered the schools until a publication of this character takes its classification among educational works. Not only the teachers of music and physical training are becoming conversant with the lists of records as they appear, but also teachers of elocution and of language are finding material for class-room instruction in the rapidly increasing and diversified products of the phonograph.

BOOKS RECEIVED

Languages

Sight Reading in Latin: For the Second Year. By Hiram H. Bice. Head of the Department of Latin, De Witt Clinton High School, New York City. 159 pages, with maps and illustrations. Price, 50 cents. Ginn and Company, New York.

Livy: The Second Punic War, Book XXI and Selection from Books XXII-XXX. By James C. Egbert, Ph.D., Professor of Latin, Columbia University. 306 pages. Price, 60 cents. The Macmillan Company, New York.

Science

The Principles of Biology. By J. I. Hamaker, Ph.D., Professor of Biology, Randolph-Macon Woman's College. With 267 illustrations. 459 pages. Price, \$1.50. P. Blakiston's Son and Company, Philadelphia.

Elementary Studies in Botany. By John Coulter, A.M., Ph.D. Head of the Department of Botany, University of Chicago. 461 pages. Price, \$1.30. D. Appleton and Company, New York.

Principles and Methods of Teaching Geography. By Frederick L. Holtz, A.M., Head of Department of Geography and Nature-Study, Brooklyn Training School for Teachers, New York City. 359 pages. Price, \$1.10. The Macmillan Company, New York.

English—Readers

Mexico and Peru; America, Canada. World Literature Readers. By Celia Richmond. 276 pages. Price, 45 cents. Illustrated. Ginn and Company, New York.

Lessons in English for Foreign Women. By Ruth Austin. Cloth, illustrated, 159 pages. Price, 35 cents. American Book Company, New York.

A Business Spelling Book. By D. D. Mayne, Principal of the School of Agriculture, University of Minnesota. 120 pages. Price, 30 cents. Longmans, Green and Company, New York.

Modern American Speeches. Edited with notes and introduction by Lester W. Boardman, A.M., Head of the Department of English in Rhode Island State College. 102 pages. Price, 40 cents. Longmans, Green and Company, New York.

The Adventures of Johnny Chuck. By Thornton W. Burgess, author of "Old Mother West Wind." With illustration by Harrison Cady. 120 pages. Price, 50 cents. Little, Brown and Company, Boston.

The Adventures of Reddy Fox. By Thornton W.

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The entire structure is built upon a common foundation, with the story as the corner-stone. The repetitive stories in the beginning books present frequent recurrences of the same ideas, words, and expressions, and form a sort of serial story made up of complete short stories which keep the pupil constantly looking forward to new events. He first hears the story told by his teacher; then he talks about it with his teacher and classmates; he learns to read it from the blackboard and afterwards looking forward to new events. He learns to write it.

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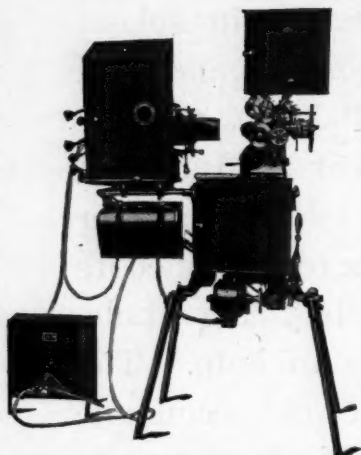
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THE mission of The School Journal is as large and varied as the relations of education in school and college to a complex and ever-expanding civilization necessitate. Wherever education touches life, to tell its facts or to interpret its meaning to youth, to influence its development in persons or in society as a whole, there The School Journal comes to help. The social order is changing. The old economic regime is passing. A new political system is coming. Ethics grow practical and immediate. A thousand new questions are being asked. Social mechanisms are being reconstructed in order to accomplish effectively the purposes of the freer human spirit. We are seeking to prove all things that we may hold fast what of the old is good and what of the new is truly the best. The School Journal has as its mission to voice the hope and faith of a self-governed nation of one hundred million persons in education as the new factor in the maintenance and promotion of civilization in order that, unlike all other civilizations hitherto, ours in America may be permanent through personal liberty, social justice and universal intelligence secured by education.

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Longhead: The Story of the First Fire. By C. H. Robinson. Illustrated by Charles Lyingston Bull. 127 pages. Price, \$1.00. L. C. Page and Company, Boston.

Miscellaneous

Swedish Song Games—A Collection of Games and Songs for School and Home and Playground Use. By Valborg Eastman and Greta Kohler. 95 pages. Illustrated. Price, 75 cents. Ginn and Company, New York.

Shelter and Clothing: A Text-Book of the Household Arts. By Helen Kinne, Professor of Household Arts Education, and Anna M. Cooley, B.S., Assistant Professor of Household Arts Education, Teachers' College, Columbia University. 377 pages. Price, \$1.10. The Macmillan Company, New York.

CONGRESS OF SCHOOL HYGIENE

(Continued from page 383)

specialists, school superintendents, school boards, directors, special teachers and others, who, knowing the situation, are out, heart and soul, for the right; but the men behind the guns must be the teachers of the public schools.

The congress marks a new educational era in America. Opinion and theory will crystallize into definite conclusion, sporadic effort into concerted action.

The weather, the hotels, the meeting places, the attendance, the program—all were good. And all were happier at the end of the meeting than at its beginning, for they had received more than they expected. They had found hope, when they had been almost hopeless—hope for the race in eugenics, in mental hygiene, in dental hygiene, in hygiene of appetite, in hygiene of habit, in sex hygiene—hope for the sick and hope for the well in open air and outdoor schools—hope for discouraged parent and teacher in vocational guidance and training—hope even for the idiot, the imbecile, the moron, hopes in psychology, in the special class and in the "homes" for such as can never make homes for themselves; and, finally, hope in the fact that nine-tenths of the disease and of the backwardness of school children are preventable.

The sections devoted to the physical, mental and moral aspects of child welfare were crowded to the doors by those eager for every word from the experts who dealt in facts, not theories.

Some may say that it was morbid curiosity that took 2,000 people to hear a discussion on sex hygiene; not at all, it was simply recognition of the paramount importance of the subject. And, really, is not such an audience an evidence, at least, that prudery, the greatest obstacle to sensible sex-instruction is fast giving way to progress?

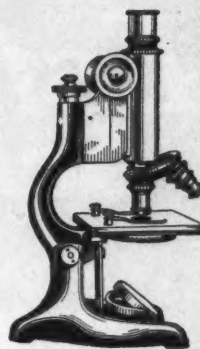
Sex teaching in the school is still a mooted point. Here is a science in itself, but it is a labor of love, not rashly to be attempted by the teacher without that love; and then only after the most careful preparation.

The proceedings of this congress will be a volume of revelations and of prophecies of good soon to be fulfilled. Echoes of the Fourth International Congress on School Hygiene will reach around the world, sounding the call to arm in defense of the children. Will you heed the call? G. E. SMITH.

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Open Letter

To Our Subscribers:

During the past few months The School Journal has received from subscribers and other readers more letters of friendly commendation and suggestion than in the pressure of a growing business there has been time to acknowledge in personal replies. Editorial and business offices value such letters far more than the writers usually realize. In dollars and cents, the counting-room knows that the new School Journal is appreciated. The present issue, with its many changes in typography and in other features, is far more largely the result of such letters than of the devices originating in our own offices. We mean to make The School Journal the best magazine that the entire household, as it were, of editors, of contributors, of directors, of advertisers, and of subscribers can make it.

There is nothing too large for us to consider in the general policy of the magazine; and there is no detail too small for us to notice. We appreciate both general advice and also definite suggestion.

The School Journal prints nothing, whether in the way of articles or of advertisements, that is not first investigated and then duly considered. Our assemblage of articles is a system, not *olla podrida*. Our offering of advertisements is as closely edited as is that of the articles. We desire and mean all these columns to be characterized by wholesomeness, by dignity and by inherent worth.

The development of pedagogy in its theory and in the school-room practice is limited by the commercial development of books, of apparatus and of supplies. This is simply the usual case of the relation of spirit and of mechanism. For the idea, there must be somewhere the correlate in reality, the fact. The educational professor and the classroom teacher can in actual practice proceed no faster and get no further than the business world by its manufactures permits.

We welcome our new subscribers and advertisers as coworkers in that educational progress which The School Journal means to help forward.

Buffalo is establishing the second open-air school for children with weak lungs.

A boy who had been absent from school for several days returned with his throat carefully swathed and presented this note to his teacher:

"Please don't let my son learn any German to-day. His throat is so sore he can hardly speak English."—*Everybody's*.

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TO FUDGE OR NOT TO FUDGE
President George E. Vincent, of the State University of Minnesota, is troubled over "fudging." Now to "fudge" appears to be raising the marks of a high school pupil sufficiently above his actual attainments to qualify him for entrance to the university by certificate.

Though lenient teachers try to fudge,
The University will not budge;
Nor does it fear the student's grudge.
Back in the high school he must drudge.
With angry elbows never nudge
The dons and critics set to judge
The youth that seek within to trudge
With papers spotted by many a smudge
Until they look like—just like sludge.

Between the un pitying upper millstone of the university and the unforeseeing lower millstone of the parental pressure, more than one high school principal in Minnesota is worrying over the question whether to fudge or not to fudge.

One of the unhappy events of the summer was the professional disappearance of L. E. Wolfe, superintendent of schools in Memphis, Tenn., due to the inability of the politicians of that city to appreciate the quality of his services. He has returned to San Antonio, Texas, where he was superintendent many years. In Memphis in two years' tenure, Superintendent Wolfe did many fine things; among them, he secured a magnificent new high school

building, a grammar grade vocational school, school gardens, and a complete new course of study. Memphis never had any printed course before.

A State of California Society for Exceptional Children has been formed as a branch of the National Society. President, Jesse W. Lilienthal; secretary, Mrs. Mary C. Bell. Both the Binet and the Grozmann tests will be used.

The board of education of Chicago is training on part time in its own offices several high school students for commercial vocations.

In North Dakota, in two years, the average high school principal's salary has increased from \$1,644 to \$1,809. Here's hoping that by 1914 it will be \$1,914!

Superintendent Ella Flagg Young is quoted by the newspapers as saying that "Chicago has the best dressed women teachers in America." But, of course, the handsomest are those living in Kentucky, or your state! Next?

After a long legal controversy the Cleveland board of education has determined to persist in using some of the schoolhouses as social centers. This has been legalized apparently by action of the county commissioners who have overruled opposing city legal officers.

Mayor Frank, of Poughkeepsie, has ordered that a part of the city high school be abandoned as unsafe for use. Remodel the panic-traps! Tear down the fire-traps! In the day of disaster, how idle is the excuse, "In the days of our fathers, it was good enough!"

Kindergartens for children under six, just opened in Kansas City, Mo., enrolled 2,000 in the first week, proving the strength of the public demand.

An unanticipated demand for the March and May issues of the School Journal has exhausted the editions. If you care to spare a copy, we will make a most liberal extension to your present subscription for the return of either issue.

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The Lighting of School-rooms

Public school children's eyes are often seriously damaged by poorly lighted schoolrooms. This fact should be remembered in building schoolhouses. Modern school architects and hygienists have worked out some definite plans to conserve eyesight, which should not be forgotten. For instance, in Northern countries, where sunlight is less prevalent than in Southern countries, and where fog, clouds and smoke are common, schoolrooms should have one-fourth as much window-glass as there is floor space. In Southern countries, where the atmosphere is clear, one-sixth window-glass space is sufficient. The bottom of the windows should be four feet above the floor. Windows should be as numerous as is consistent with safe construction. They should be as far back in the room as possible, and to the left of the pupils. The windows should be contained between iron or steel mullions, and their edges should be rounded, to permit the ingress of light and its useful distribution, and to prevent shadows falling on the desks. As the best light comes from above, the windows should extend to the ceilings. If hills or tall buildings are close to the school prismatic or ribbed glass should be used in the upper portions of the windows, but not in the lower portions, as too much glare is produced. Sliding or slat blinds should not be used. They are expensive and inefficient. Use double shades, so large that chinks of light cannot enter. They should be fastened in the center of the window and should roll up or down, so that light can be admitted from either above or below. The curtains should be light green in color. Blackboards absorb much light, and should be covered by light curtains on dark days and when not in use.—*Journal of the American Medical Association.*

Learning a Language

The time to learn a language is when you are young, the younger the better. We learn our own language as children. The older we grow the harder it is, because it means not merely learning by heart a great many words, not merely training the palate and tongue to produce different sounds, but adopting a new attitude of mind. Nothing definite has been discovered as to the localization of faculties in the brain, therefore nothing certain is known, but it has always seemed to me and to others whom I have consulted that when you learn a new language you are exercising and developing a new piece of brain. When you know several languages and change from one to another, you seem definitely to change the piece of brain which actuates your tongue. You switch

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off one center and switch on to another. You will always notice in yourself and others that there is a definite pause when the change of language is made. Now it becomes every year more difficult to awaken an unused part of the brain and bring it into active use, and to begin at twenty-three is late.—*Atlantic.*

"Oh, dear! Something else to remind me that my boy is growing up."

"What now?"

"The sheepish way he looks when I call him my little lamb."—*Lippincott's.*

A Dreadful Trio

There are three common diseases, Scrofula, Catarrh and Consumption. The first and second commonly go hand in hand, and sometimes the third joins them,—a dreadful trio!

Why call attention to them?

Simply to tell what will relieve scrofula and catarrh, and in many cases prevent consumption. It is Hood's Sarsaparilla.

In the fall the progress of these diseases is most rapid, and we would advise that treatment with this great medicine be begun at once.—*Adv.*

Educational Positions, Philippine Islands

The last examination before appointments are made of those who will attend the 1914 session of the vacation assembly at Baguio, the summer capital of the Philippines, as a preparation for their work with the Bureau of Education, is announced by the United States Civil Service Commission for December 30-31, 1913, in various cities throughout the United States. From the eligible list thus secured appointments will be made during the coming spring for service in the Philippine Islands beginning with the opening of schools next school year. The service requires women for home economics. Men for agriculture, manual training, high school science, mathematics, English history and supervisors of school districts. For information relative to the nature of the service and the examination, address

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It is not, after all, a smattering of chemistry, or an acquaintance with the habits of bees which will carry our children through life; but a capacity for doing what they do not want to do, if it be a thing which needs to be done. They will have to do many things they do not want to do later on, if their lives are going to be worth the living, and the sooner they learn to stand to their guns, the better for them, and for all those whose welfare will lie in their hands.—*Atlantic.*

"Charles seems to be very exciting," said a fond mamma to the dear girl who was dressing for the wedding.

"Never mind, mamma," said she sweetly, "they are his last wishes."—*Lippincott's.*

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NEWS ITEMS

One of the most interesting features of the American educational situation is that some city newspapers devote much space to school news and others devote little or none. Public opinion probably accounts for this in part but not wholly.

The school news of the past month shows several interesting general movements.

1. All the cities are reporting, of course, more children than ever. Many of them have thousands of pupils upon part-time. But the part-time situation, generally considered, is not so bad as has characterized the schools recently. There is an improvement both in foresight and in public interest.

2. The number of cities, counties and towns reporting new school supervisorships is large. These supervisorships are in all the new subjects. School nurses are being employed in many places, and working psychologists are being added to examine the school children. School physicians are replacing mere medical inspectors.

3. There has been a most unfortunate series of changes in the school heads; including college presidents, normal school principals, and city and town school superintendents.

4. But salaries do not seem to move up much despite the ever-decreasing value of money.

5. High school fraternities are in disfavor everywhere.

6. Fresh air schools are increasing in number; and many new school buildings have at least one fresh-air room. School-gardens multiply. The all-outdoor schools in tents or pavilions are increasing also. The cottage plan, one room to every building and no halls, is being tried in several cities and towns. Evening schools continue to grow.

7. The school as a social center is coming to be a vital factor in American enlightenment. This includes the entire series of enterprises involved in parent-teacher and school alumni organizations, evening lectures and discussions, athletics and gymnastics in out-of-school hours, school exhibits, dental clinics beyond mere examination of the month, social games, moving pictures and general recreation.

8. School clubs are growing. There are clubs for reading, for walking, for photography, for natural history, for debates and literary exercises, for singing, for orchestral music, for folk-dancing, for field athletics and, of course, for baseball, for football, for basket-ball, for tennis, for golf, for chess and checkers, for swimming, and even for going to theatre and opera under teacher-guidance. There are clubs for visiting notable places, for shopping, for neighborhood charity visiting, for sketching and painting, for dramatics, for helping others, for saving money, for running school newspapers. The "frat" goes, and the club comes. There is life here.

According to a new state law in New York, 750 scholarships of \$100 each—for four years—are provided for boys and girls who wish to pursue college courses leading to the degree of bachelor of arts or bachelor of science in any college of standing in the state of New York. Each assembly district has five scholarships, but the award is in gross by counties. New York county has 175 scholarships; it includes only Manhattan borough within New York City. Other states please copy!

New Orleans has opened a sex-hygiene evening lecture course for parents. This is the ideal solution of the problem.

Nine per cent of Iowa teachers are men, while thirty-six per cent of Indiana teachers are men. Indiana has much higher salaries, and also much higher requirements for teachers' certificates.

Baltimore reports that of all the children unable to keep up with their work seventy-one per cent were suffering from defective nutrition. Of all those duly promoted only ten per cent were in any serious measure physically defective. Of repeaters, thirty-seven per cent were physically defective, many of these suffering also from defective nutrition. Here is material for sociologists and all other good citizens to think upon.

Muskegon, Mich., enrolls an average of thirty-one pupils per teacher. Washington, D. C., enrolls twenty-seven. Where is the lowest average? New York has the highest, above fifty.

The issues of May and March of the School Journal, 1913, are completely exhausted. To meet the urgent demand, we offer to any subscriber who will send to us copies in good condition an advance credit of twenty-five cents upon renewal at expiration of the present subscription. Perhaps, some of our subscribers do not care to keep complete files of the magazine, and are willing to spare their copies of these issues. Address the New York office.

At Ardmore, Lower Merion Township, Pennsylvania, the board of education is resisting a public demand for an investigation of its finances and school policy. H. J. Wightman is superintendent of schools.

There is a queer taxpayer at Jackson, Mich., who has secured an injunction against the board of education from using the yard of one of the schools as a summer playground. The Jackson Playground Association is joint defendant in the suit. This queer taxpayer seized and kept two basketballs valued at seven dollars each. A feature of the case is that this taxpayer has secured a strong following among his neighbors. A regular summer school has been maintained under competent teachers.

The Philadelphia board of education named a new school for Edgar Allan Poe. The architect had the plate engraved Edgar Allen Poe. And now two million persons are trying to determine what the name really was.

The South Dakota Journal of Education is hereafter to be known as the Associated Teacher, and to be devoted to devices and helps for the elementary teachers.

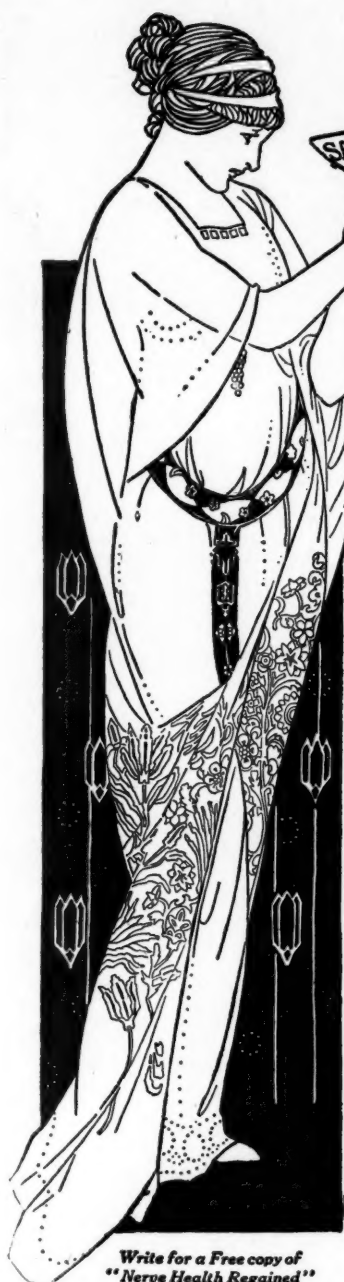
At Waukegan, Ill., certain ministers who evidently imagine that they are still living in the dark ages are leading a movement to have the school board rule against dancing in the high school gymnasium after school hours. Principal Knoelck of the high school enlivened the conference recently held by protesting against the action of the clergymen. He said:

"If parents object to their children attending the high school dances, they can keep them away. If they are inclined to dance and the opportunity for parties in schools is taken away, they are liable to attend questionable parties."

Lexington County, South Carolina, is exceptional for that state in that its enrollment of white pupils exceeds that of the blacks. The per capita expenditure for white pupils during the past school year was \$9.09, while for a colored pupil an average of but \$1.10 was paid out. This expenditure while perhaps lower than the average for the state, shows about the usual ratio between the races. Wouldn't the whites be better off if a higher priced education were given the blacks?

For three years the children of Doctor Ottofy, of St. Louis, have been kept out of the public schools on account of their father's refusal to have them vaccinated. At the beginning of the fall term the doctor went off to attend the Association of Progressive Medicine, which probably is a league of anti-vaccinationists. During his absence the mother had the children thoroughly inoculated and sent them off to school.

In a period of ten years, 52.4 per cent. of the deaths of women school teachers in Michigan, of the ages 25 to 34, inclusive, were due to tuberculosis; over twice the general rate for all women of the state within those ages. For men and women of all ages engaged in teaching, 27.6 per cent. of the deaths were due to tuberculosis, while for all adult persons the rate was but 9.4 per cent. Teaching is extra hazardous from liability to tuberculosis even in Michigan, one of the healthiest climates of America. To go into teaching means to increase threefold the chance of death from tuberculosis.



Conscientious, painstaking teaching starves the nerves; feed them, therefore, do not "dope" them.

TEACHING, like other work requiring concentration, exhausts the fuel or food of the nervous system, viz., albumen and phosphorus. The nerves show starvation by irritability, sleeplessness, indigestion, headache, and lack of concentration.

You can mask all these signs with bromides, acetanilid, alcohol, or any "dope," but that is dangerous and you are doing nothing fundamental to help yourself.

An immense number of distinguished and intelligent people—people of your sort—in all walks of life, when confronted by a similar crisis, took Sanatogen; they have written in the most enthusiastic way of its upbuilding, invigorating, reanimating powers.

Eighteen thousand physicians—scientific men, not to be deceived in these matters—have recorded over their signatures their personal observation of the splendid tonic and upbuilding effects of Sanatogen. Not all of these 18,000 physicians made blood-tests, etc.

Medical testimony to Sanatogen recently culminated in the unsurpassed tribute of the award of the Grand Prize at the Scientific Exhibit of the International Congress of Medicine in London. Such professional homage requires no comment.

Sanatogen embodies purest albumen and easily assimilated organic phosphorus, the chosen food of the nerves, in a fine powder soluble in all non-acid liquids—tea, bouillon, cocoa, hot water, for example. It is quickly and easily prepared anywhere—in the schoolroom if you prefer.

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